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ABSTRACT

The second in a series of nine career education guides includes four social studies units for the K-4 level. In general, each of the units discusses goals, objectives, and career elements, and provides a wide variety of unit activities (including puzzles, games, and arts and crafts projects), a multimedia bibliography, and a teacher evaluation form. Part one (K-3) deals with community helpers; part two (K-3) with the wool making process; part three (K-3) with the process by which milk goes from the cow to the consumer; and part four (grades 3-4) with money. (JR)

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# CAREER EDUCATION

## WHAT MAKES US PERK
## COMMUNITY HELPERS

## K-3 SOCIAL STUDIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ED107849

# CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

WORK MAKES US PERK
Community Helpers

K-3
Social Studies

Career Elements

Career Awareness

Educational Awareness

Attitudes and Appreciations

Occupational Clusters

Construction

Manufacturing

Transportation

Agri-Business

Environmental

Business

Marketing and Distribution

Personal Service

Consumer - Homemaking

Fine Arts

Public Service

Health

Recreation

Communications

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## FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

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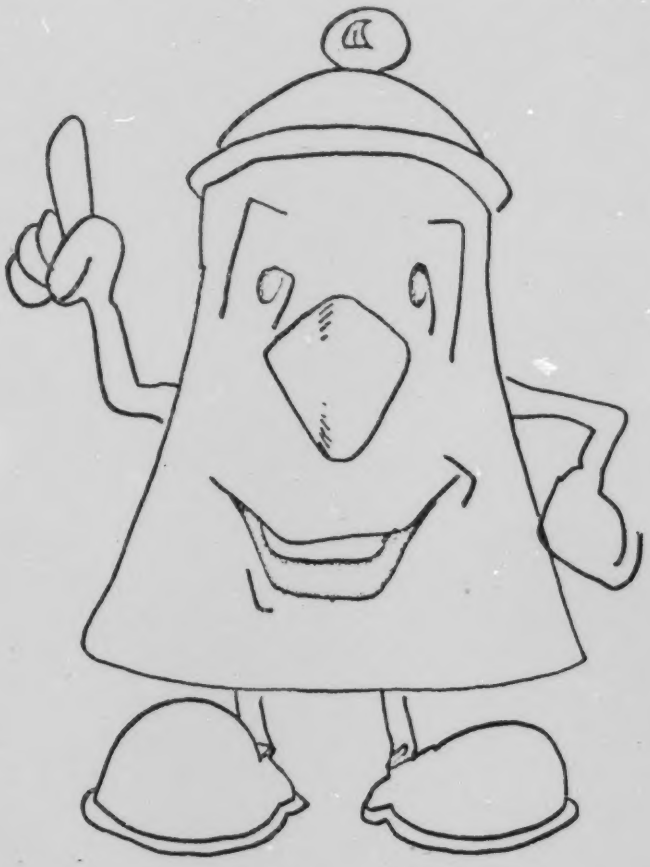
Community Workers

Goal: The child will relate the idea of helper to the concept of occupation as illustrated by the persons with whom he comes in contact with in the school, home and community.



Objectives: As a result of this unit the child will -

1. be able to describe the tasks, services or occupations of helpers in the classroom, the school, the home and the community according to his grade level.
2. prepare and/or illustrate his own booklet of helpers.
3. explain why the workers and their jobs are important.
4. identify the job title of the workers.
5. tell what happens when each of these workers does not do his job.
6. match the occupations with the tools of the trade/occupation.

## Note to Teacher

This experimental unit is designed primarily for K-3, but may be adapted for use at the intermediate levels.

The main thrust is in the Social Studies area with Career Awareness as the theme. Math and Language Arts are incorporated throughout.

This unit should be reviewed and be patterned for the needs of your particular class. It is not intended that all activities be used.

The resource materials stated here are from the Tri-B.O.C.E.S. resource centers. We encourage supplementation of the resources suggested here from your home school. We would greatly appreciate any ideas, suggestions, available resource materials, activities and/or evaluation that you use or develop during this pilot unit to be added and sent to-

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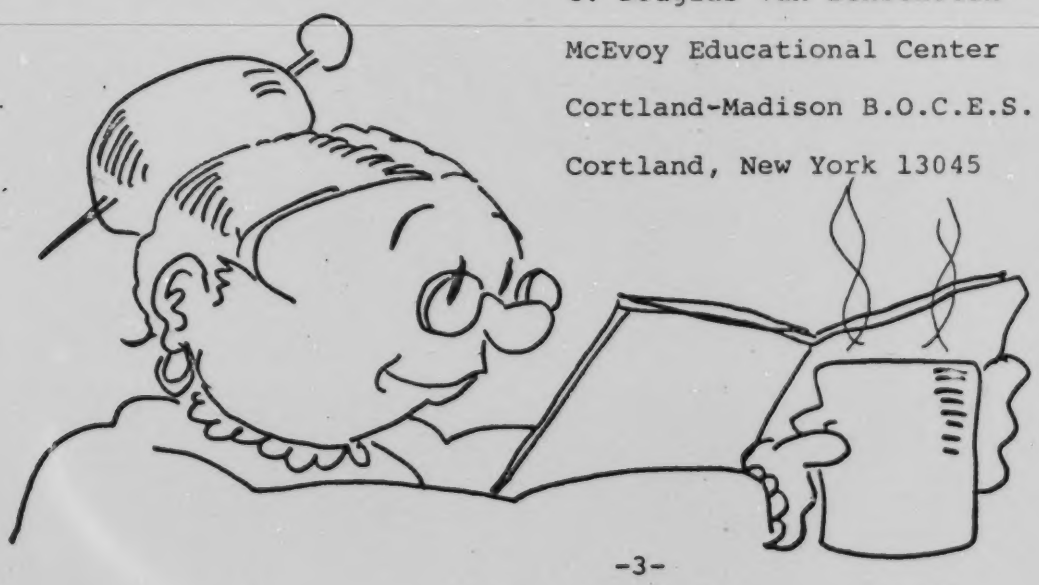


Skills to be taught or reviewed

Reading

Listening

Speaking

Penmanship

Spelling

Letter Writing- Thank you- Invitations- Information

Vocabulary lists (included)

for recognition

pronounciation

spelling

Measurement- liquid- linear- height- weight

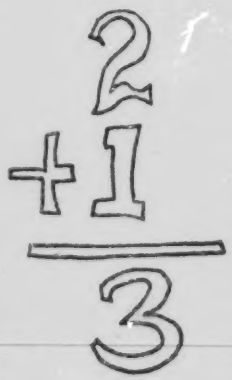
Direction

Addition

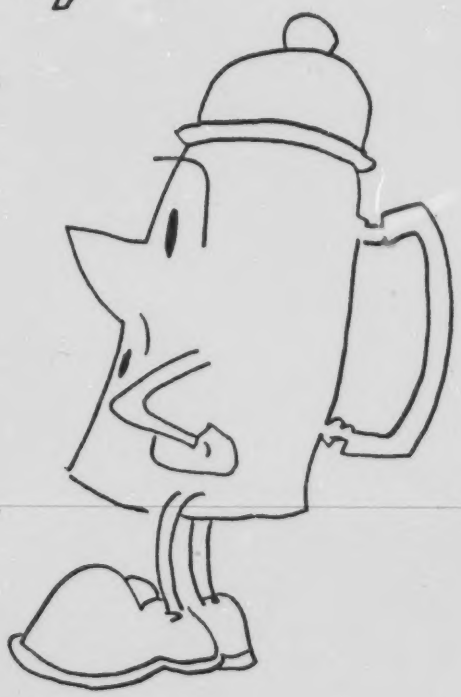
Subtraction

Multiplication

Division







Money

Problem solving

Telling time

Calendar

Weights

Graphs- temperatures- climate- personal growth- etc.

The following lists of Helpers are included for each teacher to make notes about the occupation or add more vocabulary words than have been provided.

## Class Helpers

Plant helper

Boards

Milk

Attendance

Paper passer

Errands

Cleaning

- toys
- books
- sink
- floor
- eraser

Calendar

Weather

Interest center leader

End of line leader

Flag leader

Lunch Money

Playground toys

## School Helpers

Principal

Vice Principal

Secretary

Superintendent of School

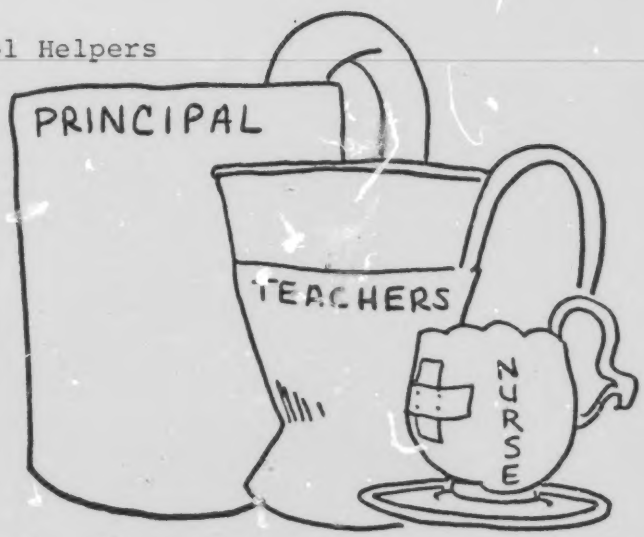
Clerk

Teachers

Janitors

Nurse

Aides



## School Helpers (cond't)

Dental Hygienist

Guidance Counselor

Reading Specialist

Librarian

Cafeteria Staff

Bus Drivers

Speech Therapist

Gym Teacher

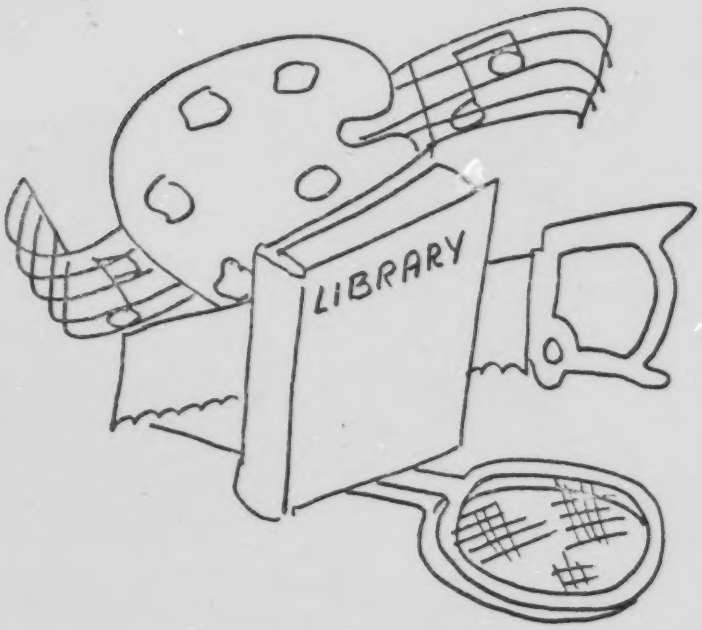
Art Teacher

Music Teacher

Shop Teacher

Home Economics Teacher

Psychologist




## Home Helpers

Father

Other adult family members

Mother

Children

Garbage Collector

Newspaper Boy

Maid

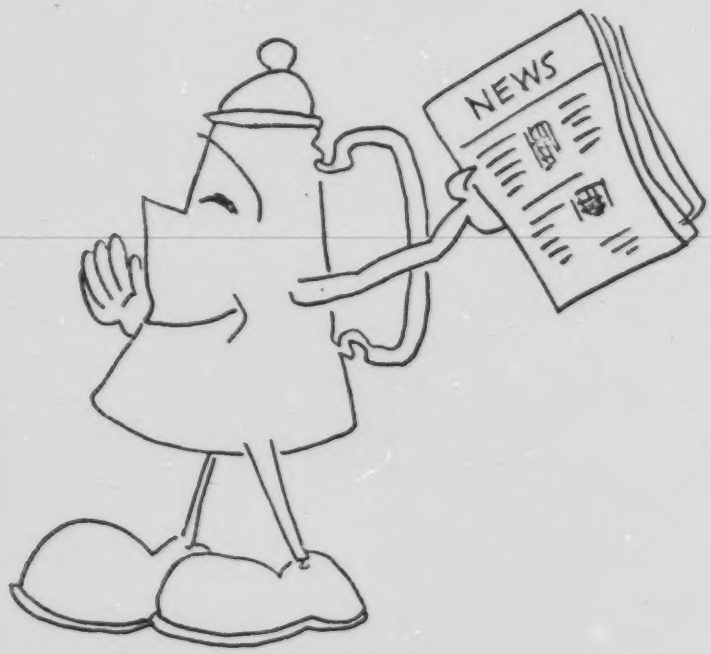
Salesman

Yard Worker

Appliance Repair

Movers

Delivery Men



Local Helpers

Firemen

Policemen

Post Office

Ambulance

Doctors

Nurses

Farmers

Bankers

Barbers

Beauticians

Industry

Stores

Mortician

Insurance

T.V/Radio

Newspaper

Real Estate

Veterinarian

Pet Services

Gas Station

Milk Man

Construction

Bread/Bakeries

Airports

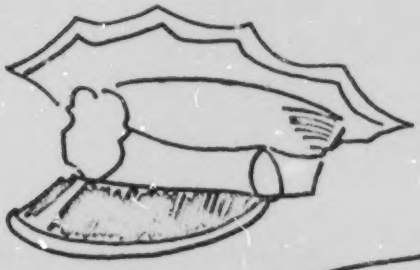
Conservationists

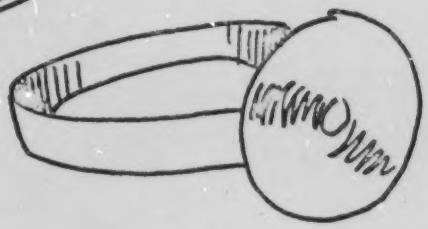
Parks Department

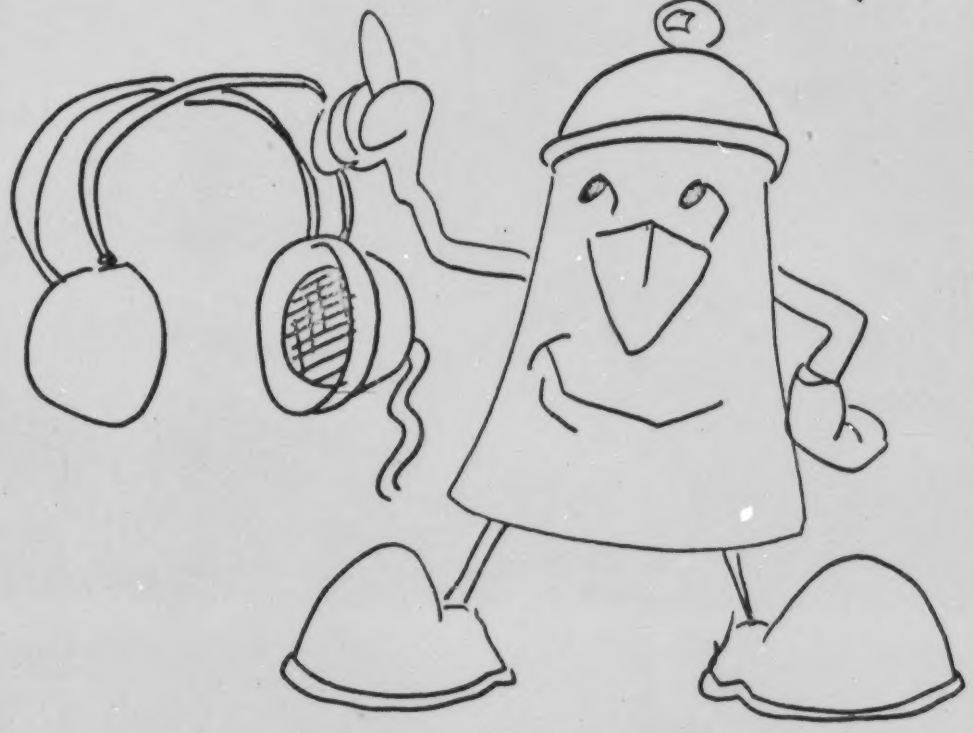
Airports

Truck Drivers

Automobile Dealer







Local Helpers (cond't)

Girl/Boy Scouts

Y.M.C.A./Y.W.C.A.

Hotels

Restaurants

Mayor- other officials

Church

Telephone Workers

Gas and Electric

Fuel

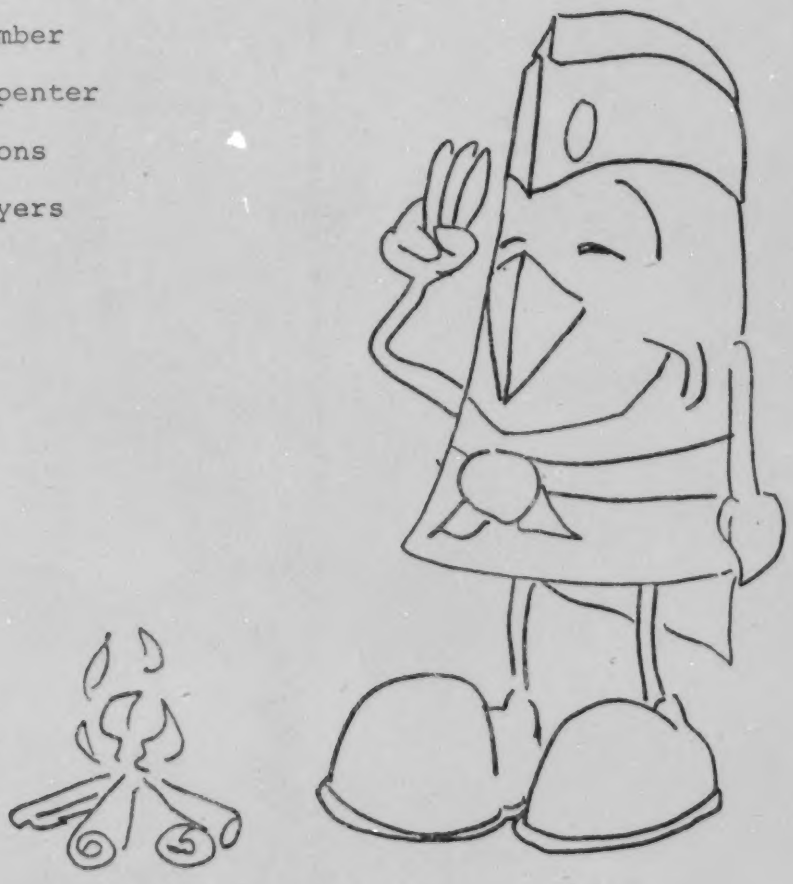
Electrical

Plumber

Carpenter

Masons

Lawyers



Suggested Vocabulary List

Class Helpers

plant helper- leaf, leaves, stems, flowers, water

boards- eraser, chalk, wash

attendance- slip, office

clean up- broom, dust pan, waste basket

calendar- Names of the Months of the Year

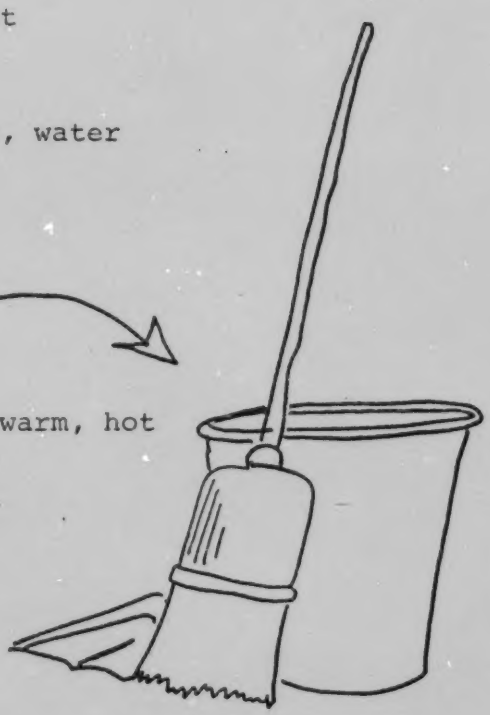
weather- rain, snow, sunny, cloudy, cold, warm, hot

flag leader- salute

lunch money- penny,nickel, dime

playground equipment- balls, jump rope

sink helper- sponge, soap



School Helpers

Principal- man, woman, boss, desk, telephone

Vice Principal- helper

Secretary- shorthand, type, paper

Superintendent of Schools- building

Clerk- money

Teachers- teach, desk, books

Janitors- broom, pail, sweep, floor

Nurse- thermometer, doctor, sick

Aides- help, helpers

Dental Hygienist- teeth, clean, tooth

Guidance Counselor- help, talk, discuss

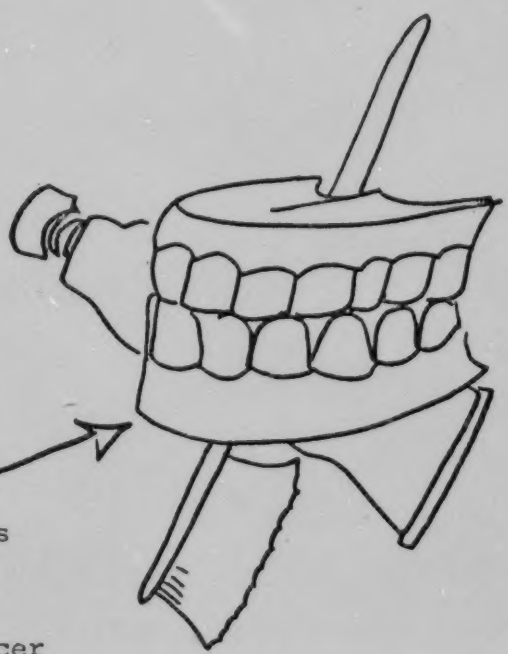
Reading Teacher- eyes, books

Gym Teacher- basketball, football, soccer

Art Teacher- paint, all color words

Music Teacher- piano, notes, books

Librarian- stories, cards



Suggested Vocabulary List (con't)

School Helpers

Cafeteria Staff- kitchen, refrigerator

Transportation Supervisor- garage, bus

Bus Drivers- drive, safety

Mechanics- tools, repair, fix, wash

Home Helpers

Garbage Collectors- trucks, collectors

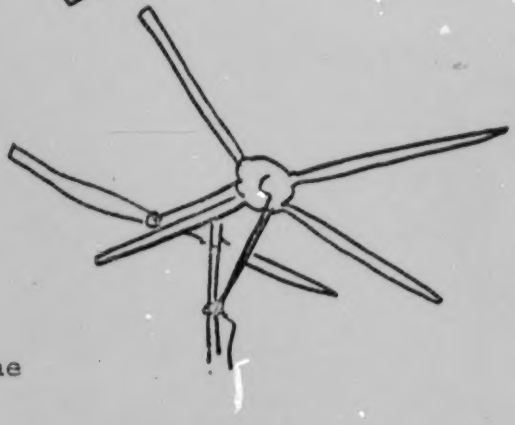
Newspaper Boy- type, print

Maid- apron, cap

Salesman- case

Yard Worker- rake, mower

Appliance Repair- pliers, cable, antennae



Local Helpers

Firemen- hose, truck, siren, red

Policemen- car, badge, uniform, blue, gun

Post Office- mailman, mailbox, route

Ambulance- driver, stretcher, emergency

Doctor- examination, hospital

Nurse- temperature, white

Farmer- crop, plow, plant, tractor

Banker- money, bankbook, check

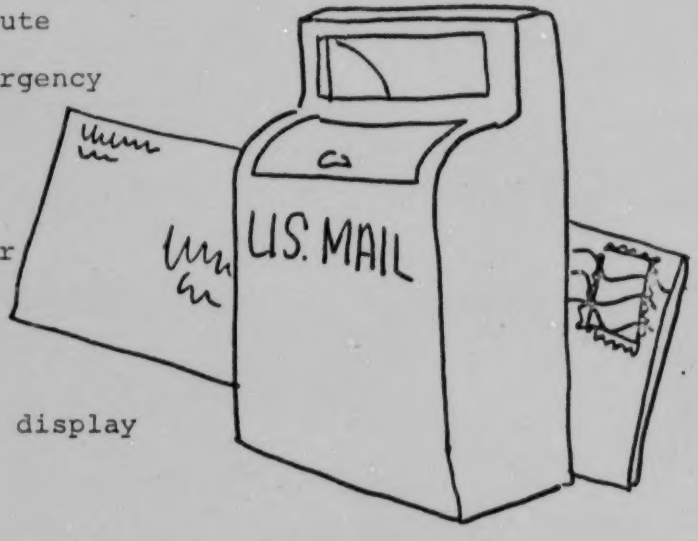
Barber- hair, cut, style

Stores- scales, counter, grocery, display

T.V./Radio- announcer, program

Newspaper- reporter, press

Real Estate- house, deed, land, survey

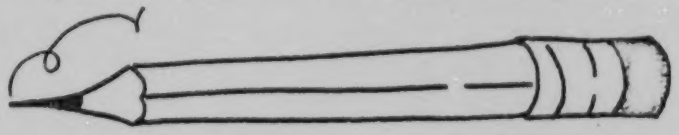


ACTIVITIES

If Field Trips are feasible, they are strongly suggested. If Field Trips are limited, invite the "helpers" to the classroom. The teacher should speak to each guest or visit the site beforehand and explain what should be discussed and point out the interests of the children. Also have the children prepared for the visit or visitor. The children should make up a set of questions to ask each "helper".

Class Helpers

1. Make "helping hands" jobs for children. (bulletin board) See example sheet.
2. Role play jobs of the class. (charades)
3. Draw illustrations of jobs the child does over the year.
   a. Mural paper
   b. Booklet form
   c. Bulletin Board
   d. Library file system with job title and picture on a card and child will place his name and date he did the job on the card.



4. The child will describe his job to the class.
5. Make puppets and put on a play of classroom jobs.
6. Make a list of duties for each class job.
7. Riddle Game "What do I do"? Give clues about each job for others in the class to guess.
8. Make bar or line qraphs to show daily temperature, childrens height and weight or birthdays of the children.

School Helpers

1. Tour the school.
2. List important school workers before your tour and then add other people to the list after the tour.
3. Visit the principal and invite him to the class.
4. Make a list with the job and the name of the person in your school who does that job.
5. Make a silhouette or take a picture of each guest speaker and label the job and persons name. Also a few sentences telling what the person does.
6. Make a booklet of important people in your school.
7. Write a thank you letter to the visitors.
8. Write an experience story about the visitor and the visit.
9. Take pictures (photos, slides) of each visitor.
10. Present a play at the end of all visiting to describe the occupations of the visitors to present to parents or other classes.
11. Change familiar child's songs to describe different occupations.
12. Invite the School Secretary and have her type for the children tell a familiar story and write on the board in shorthand while she tells it, or write children's names in shorthand, etc. have teacher write in manuscript at the same time.
13. Take trips to the following places in and around the school
    a. Boiler Room
    b. Cafeteria
    c. Bus Garage
    d. Board of Education
    e. Nurse
14. Make a map of the school

a. Show shortest and longest ways to certain places.

b. Show all important places (health room, office, etc.)

15. Make a school using the children's milk cartons.

16. Make a Diorama of certain important rooms.

17. Role play each school helper.

18. Make puppets of each school helper.

19. Riddle Game "Who am I?" Give clues about the jobs and other children will guess.

20. Make booklets of each school helper.

HOME HELPERS

1. Make a list of jobs all family members do in the home before starting the unit and then make a list at the end of the unit. See how many more jobs you find.

2. Draw a picture of your family.

3. Sing songs about the family.

4. On a community map find the location of each child's home.

a. teach direction

b. learn addresses

c. learn bus route numbers

5. Make booklets about home helpers.

6. Make puppets and present skits about the home.

7. Role play all people who give service to their house.

8. Invite a newsboy and interview him about his job.

9. Interview parents and draw a picture of what their parents do for a living.

10. Invite parents in to discuss their jobs.

11. Ask parents to take snapshots, video tape or moving pictures on their jobs, and bring them to class or give to the child.

12. Make a classroom chart of some of the jobs the class parents do.

Activities (cont'd)
Local Helpers

1. Make a table top community with clay - have figures of community workers.
2. Make a mural or collage of community workers.
3. Make a T.V. or box movie of community helpers as you discuss them. See example sheet.
4. Discussion of the impprtance of each job.
   a. What if no one picks up garbage.
   b. What if no one plants potatoes.
   c. What if no one cleaned the streets.
   d. Why should every job be done well?
5. Possible trips to
   a. Fire Station
   b. Bank
   c. Police Station
   d. Bakery
   e. T.V. Station
   f. Radio
   g. Newspaper
   h. Ice Cream Plant
   i. Gas Station
   j. Farm
   k. Park
   l. Body Shop
   m. Post Office
   n. Barber/Beauty Shop

6. After field trips or visits by workers to the classroom, the following are follow up activities.
   a. Bake bread
   b. Make butter

c. Make ice cream.

d. Publish room newspaper

e. Role play what happens at a T.V. or Radio station.

f. Be a librarian, stress the duties of the Librarian.

g. Children may write their own books and dedicate them to community workers.

h. Set up a Beauty or Barber Shop.

i. Have a collection of dress up clothes to use when portraying various helpers.

j. Children will make costumes from paper, yarn, cardboard, cloth.

1. Fireman hat
2. Nurse hat
3. Police badge and hat
4. Chef hat and apron
5. Stethoscope

k. Tea party for parents.

l. Breakfast in the room

1. menu planning
2. waiters
3. dish washers
4. cooks
5. cashier
6. customers

This activity may be used during milk and cookie time or with seasonal parties.

m. Set up a Post Office

1. Make individual mail boxes or one large classroom model. See example sheet.

2. Make pigeonhole case to sort mail. See example sheet.

3. Set up jobs

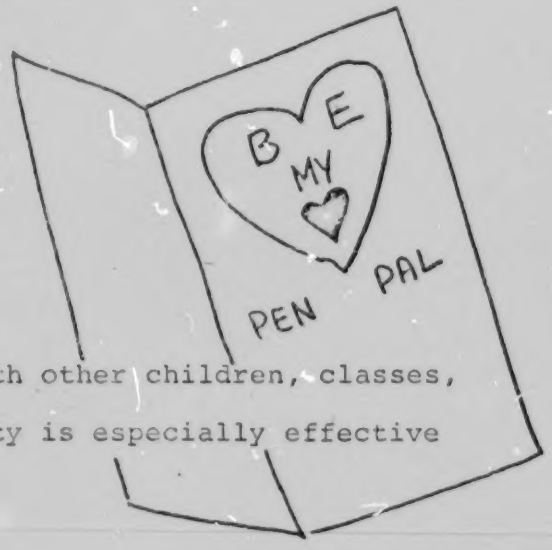
   a. Stamp designers

   b. Delivery men

   c. Clerks - sorters

   d. Post Master

   e. Cancel stamps




4. Make pen pal arrangements with other children, classes, schools. Note - this activity is especially effective around Valentine's Day.

n. Creative Writing

   1. Poem of community helpers

   2. Make up songs about community helpers

   3. Stories - real or imaginary of community helpers

o. Toy Factory - produce and sell products children make themselves.

   1. coloring books

   2. clay toys

   3. beads

   4. paper mache' objects

   5. stuffed animals

   6. book markers

   7. pot holders

   8. nylon net objects

p. Set up Bank

   1. Make their own money or thermo fax paper money.

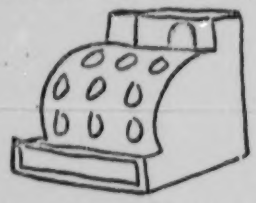
   2. Salary may be paid for classroom duties.

   3. Prizes may be saved for and purchased.

Local Helpers (cont'd)

q. Store

1. Set up in corner of the classroom
2. Bring in empty containers (not glass) cereal boxes, egg cartons, cans, bags,
3. Relabel or reprice.
4. Have children organize the store into areas - frozen foods, cold items, animal foods, drug items.
5. Cash register - money box if register is not available.
6. Play money or print their own.
7. Establish price limits.
8. Establish store rules.
   a. child take turns being cashier, stock boys, baggers.
   b. select time of day to go to the store.
9. Play money may be earned by other class jobs or a set sum given to each child to spend in the store.



Language Arts Activities that may be used with any of the Helpers

1. Concentration Game - Use vocabulary lists,two packets of cards, one with the names of Helpers and the other with pictures of the Helpers, shuffle cards, place face down and match two at a time.
2. Picture dictionary - This can be an individual, class, or small group activity. List the Helpers and either draw or cut from magazines, pictures showing the Helpers.
3. Word Bingo or Word -O- Child has card with vocabulary- the teacher pronounces the word and the child covers it. May be done on a tape recorder.
4. Child may tape their own stories, using the new vocabulary.

Language Arts Activities (cont'd)

5. Give children the vocabulary list for each area - class, home, school, and local. Have and "add-to" list of words the children associate with the occupation or person.

LOCAL

CLASS

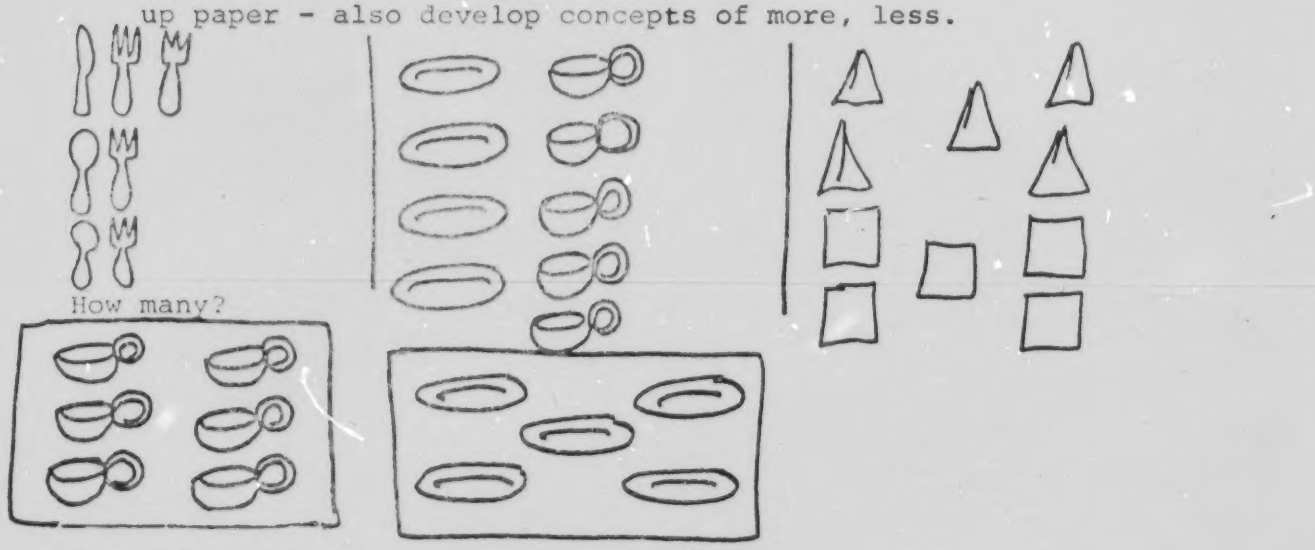
HOME

SCHOOL

MATH ACTIVITIES SHEET

K-1 Level

1. (One to one correspondence) (Jobs in homes) - Child practices setting table or passing out straws, napkins, milk. (1 to 1) 1 plate, 1 fork, 1 spoon, 1 knife to each setting, etc. follow up paper - also develop concepts of more, less.




2. Oral problems:

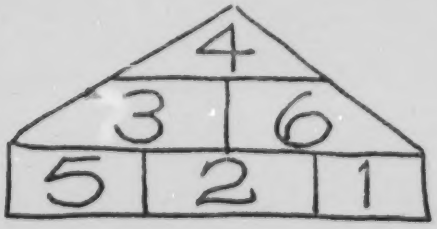
John was helping Mother set the table. He put 4 forks on the table. There are 6 in his family. How many more does he need?

Teacher reads to students oral problems such as this example: Mary has 2 plates and 6 cups. How many dishes has she in all?

3. Learning about money - Simple toy store

Set up toys children have made from clay, paper, or cardboard; pictures, puzzle books made by children - set price= have some children sell, others buy - 1¢, 5¢, 10¢- Nothing larger than 20¢.

4. Postman- delivers letters to an apartment house




(draw as many pieces of mail or packages as each apartment says)

5. Policeman says: (could be doctor says, teacher says, whatever community helper is being studied) Group of children each fold 12 X 18 newsprint 3 times - then open it (8 squares). The leader (a child or teacher) then says "Policeman says, "Make 4 balls in the first box," - continue using different numerals and objects until boxes are filled.

Grades 2-3

6. Making telling time booklet

   Fold 12 X 18 sheet of paper in half to make folder - staple in 9 X 12 paper - have children draw clock showing various times of day.

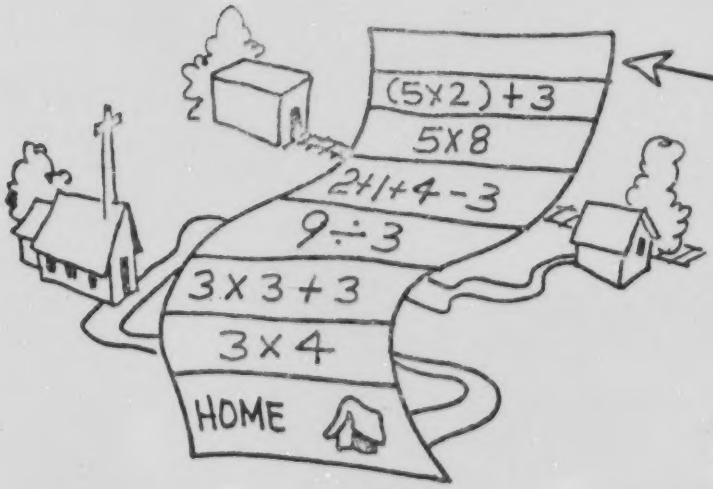
   1. Children will understand school routines and times of day.
   2. Children will understand how important knowing and keeping to a schedule is in parents' daily lives - e.g. Mother goes to work at 8:00- gets home at 4:00, etc.

7. Money- more advanced work in grocery store

   Work with restaurant developed in class- write menu- prices- figure up what each child "spends" at the restaurant.

8. Visit our Community

   Make a winding road. Label house and place to reach.




Name of community or desired place to reach

Follow road by answering each question - harder examples for older children - easier for younger.

Problem Solving

9. (Simple problems)

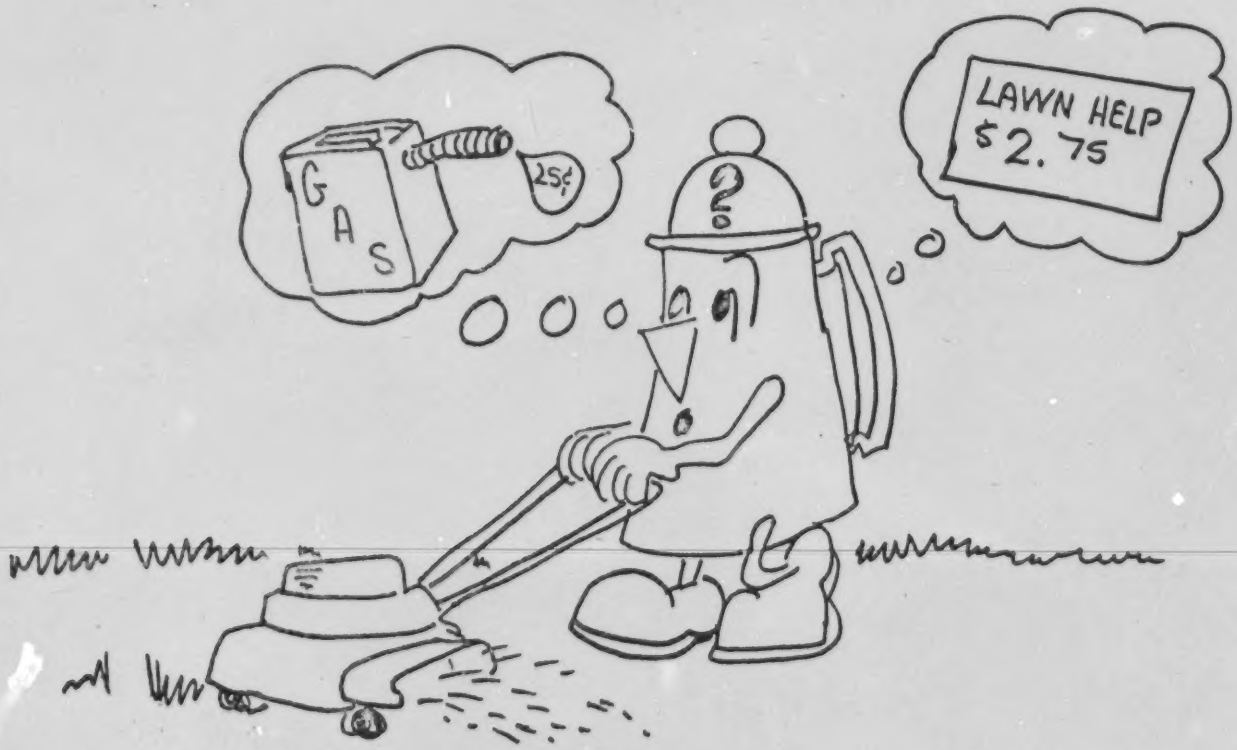
.Mary bought 10 apples, 5 pears, and 3 bananas. How many pieces of fruit has she? If she ate one of each kind of fruit, how many will be left?

.It costs Father 25¢ for gas when he mows the lawn. If he hires someone to mow the lawn it costs $2.75. How much does Father save by doing it himself?

10. (More Complex Problems)

.Joe earns $1.85 an hour. How much will he earn if he works from 8 A.M. to 12 Noon? How much will he earn in 5 days?

11. Prepare ditto sheet using these as an example and adding other problems appropriate to the occupation you are studying.



## EVALUATION ACTIVITIES

Objective #1

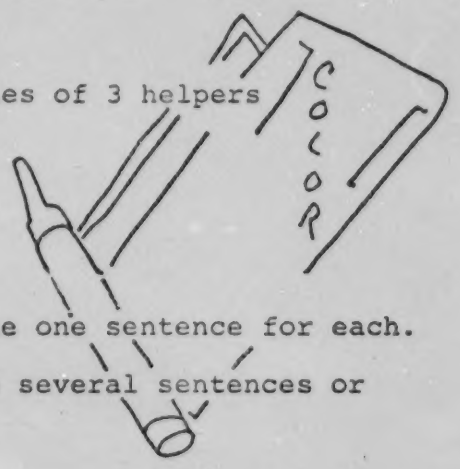
Listening - Tape Recorder

K-1 Child has paper with pictures of 6 helpers. Teacher describes job and tells child to place number on the correct picture.

2-3 Child has paper with names of 6 helpers. Teacher describes job and tells child to place number by the correct name.

Verbal -

Have child tell two responsibilities of 3 helpers




Objective #2

Prepare booklet of community helpers-

K- Color pictures of helpers

1- Color pictures of helpers and write one sentence for each.

2-3- Draw pictures of helpers and write several sentences or a short story about the helper.

Objective #3

Explain why the workers and their jobs are important

1-2-3- Bring in magazine and cut out pictures of a certain helper or worker and anything connected with the service this worker performs

1- Have each child show class his pictures and tell about them

2- Paste pictures on paper and write 2 or 3 sentences about them.

3- Past pictures on paper and write a short paragraph about them.

Objective #4

(Grades 2-3)

Matching exercise: Choose occupations that you have studied from the levels studied (class, school, home, and local) and prepare a matching exercise,

Example:

| | |
|---|---|
| 1. Policeman | ( ) This person helps keep us well. |
| 2. Farmer | ( ) This person protects us. |
| 3. Doctor | ( ) This helper gives us food. |
| 4. Teacher | ( ) This person helps us learn things. |

(K-1)

The teacher would orally describe an occupation. The children would respond with the name of the worker.

The teacher could show a picture of a worker. The children would respond with the name and/or a brief description of the occupation.

Objective #5

Child will respond individually to question on cassette tape-

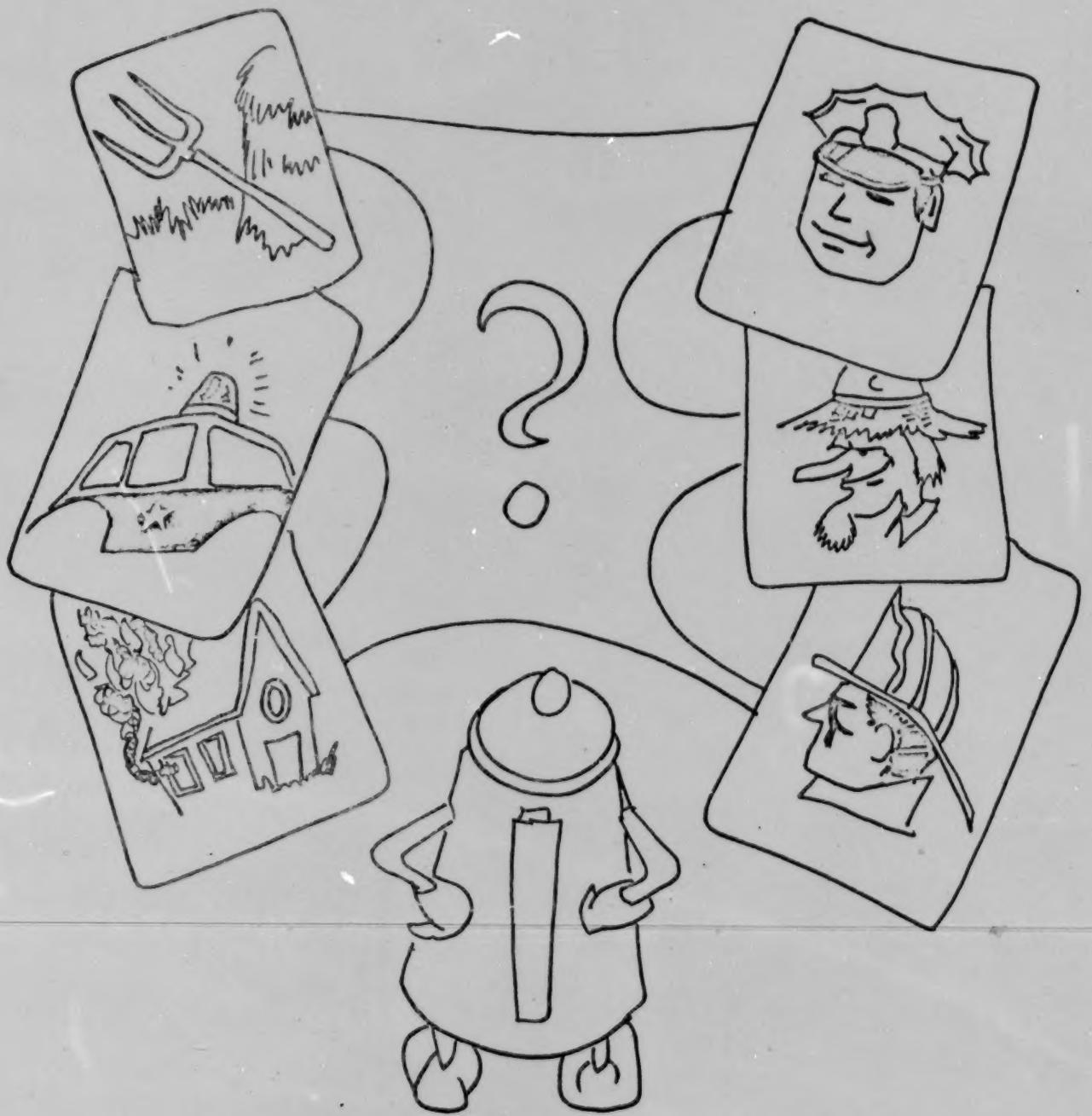
What if-

There were no policemen?
firemen?
janitors?
teachers?
bus drivers?
movers?
T.V. stations?
farmers?
hotel workers?

Objective #6

Child will describe or draw tools used in various occupations. Have pictures of various tools on chart, or real tools if possible that are numbered. Eash child will have a list of occupations and will match the numbered tools to correct occupation.

Have flash cards with pictures of tools and child will match the cards with the name or picture of a worker.



EXAMPLE SHEET

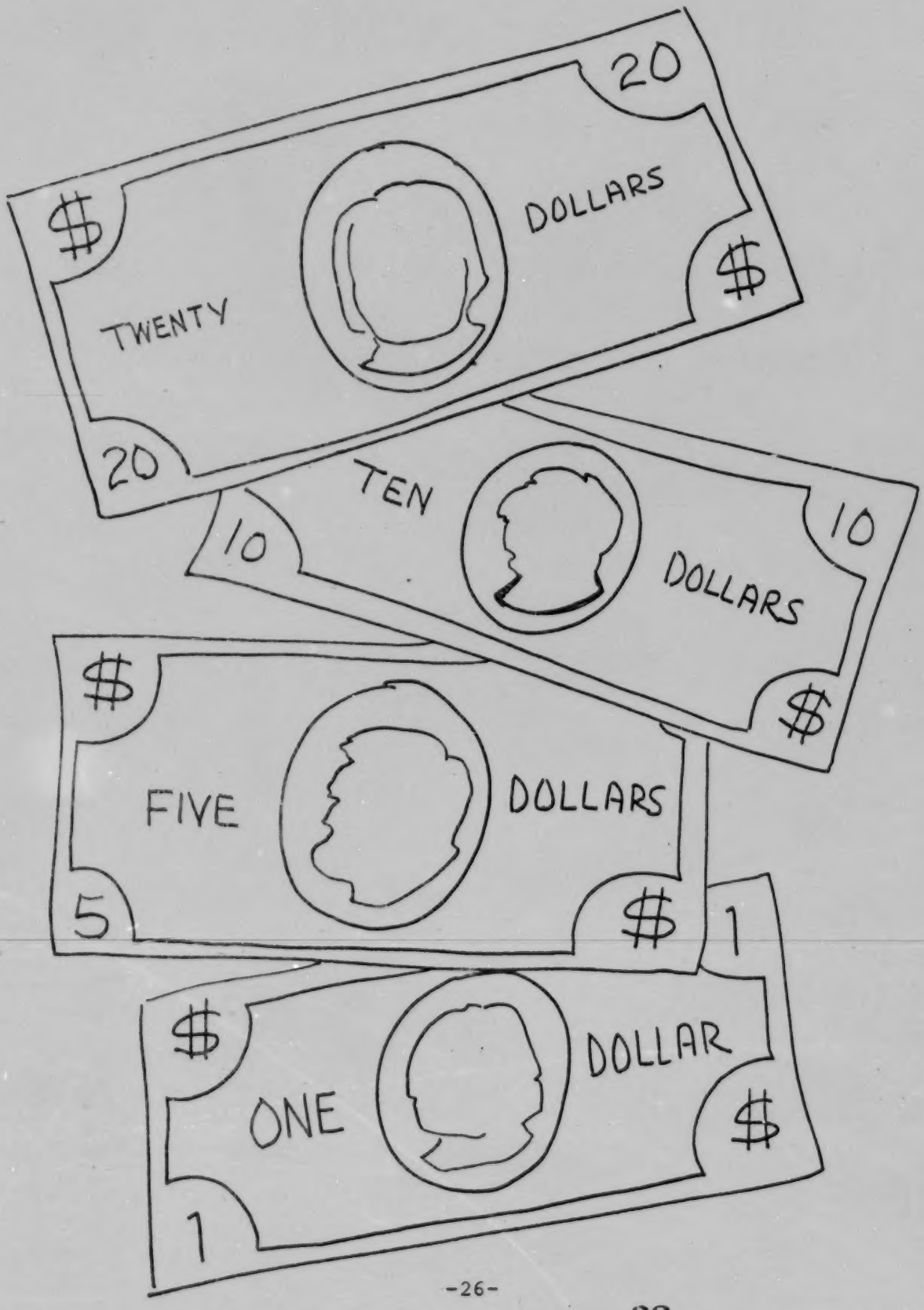
Have children trace around and cut their own hand shapes. They will print their names on the paper hands. Class jobs are printed on leaves, pumpkins, turkeys, kites. (depending on the season) The child's hand holds the object which names his job.

Individual mail box made from cheese box and paper.

T. V. or Box Movie

| | | | |
|---|---|---|---|
| Sue | Jane | Dick | Mike |
| Anne | Jim | Carol | Jeff |
| Bill | Debbie | Bob | Paula |
| Don | Grace | Mary | Barb |
| Martha | Tom | Lee | Doris |

Pigeonhole case made from cheese boxes.


20
$
DOLLARS
$
TWENTY
20
TEN
10
10
DOLLARS
$
$
FIVE
DOLLARS
5
$
1
$
DOLLAR
ONE
$
1

25¢

10¢

5¢

1¢

## MOM'S BUSY DAY

*Being a mother means being a housekeeper, nurserymaid, gardener, laundress, cook, seamstress, teacher, zookeeper, psychologist and hostess. 58 tasks and rewards which go with motherhood are scrambled here. "Iron" out the "bugs," and see how many you can un-"knot."*

1. APPLE PIE
2. BABY
3. BIKE
4. BIRDS
5. BOOTIES
6. BRACELET
7. BUGS
8. CATS
9. CLEANING
10. CLOTHES
11. DAD
12. DIAPERS
13. DIN
14. DINNER
15. DISHES
16. DOGS
17. FADS
18. FLOWERS
19. FUNNY
20. GUM
21. HAPPY
22. HUG
23. HUMOR
24. ICE
25. IRONING
26. JOY
27. KIDS
28. KISS
29. KLEENEX
30. KNEES
31. KNOTS
32. LAUNDRY
33. LESSONS
34. LOVE
35. LUNCHES
36. MARKETING
37. MENDING
38. MONEY
39. MOP
40. NAPS
41. NEWS
42. NOSES
43. PARTY
44. PEP
45. PRAY
46. PROBLEMS
47. PROUD
48. PRY
49. RIDES
50. SETS
51. SHAMPOO
52. SIGN
53. SHOES
54. SMILE
55. SOCK
56. STORY
57. TELEPHONE
58. WEEDS

M B O O T I E S M S E H S I D

J A S M I L E Y Y T R A P I I

S B R A C E L E T Y P P A H N

H Y. Z K L E E N E X W P N S N

O B I K E E N O H P E L E T E

E D T C A T S M B R E E M O R

S E S O N K I S S V D P C R A

F A D S I Y K N O T S I L Y Z

L D N S N N G L G M J E O L S

O A H W G N K N E E S S T E H

W D U E I U Z L I V E V H S A

E Z M N Z F B I R D S C E S M

R Y O J D O G S I G N J S O P

S R R L R R P R O U D E P N O

I C E P R A Y Z L H G U M S O

Send to:

Teachers Sheet

G. Douglas Van Benschoten
McEvoy Education Center
Cortland-Madison B.O.C.E.S.
Cortland, New York 13045

1. Field Trips

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

2. Parents who visited class

   A. _____

   B. _____

   C. _____

   D. _____

3. Guest Visitors Name  Contact By  Address & Phone

   A. _____

   B. _____

   C. _____

   D. _____

4. Special Books Used

   Name  Publisher

   A.

   B.

   C.

5. Special Tapes or Filmstrips _____ not included

   Name  Cat. Number  Area

6. Best Ideas Made

   A.

   B.

   C.

7. General Suggestions

L relates to Local Area
S relates to School
H relates to Home

Bibliography
Cayuga BOCES
Mr. Robert Bogdanski
Grades K-3
253-0361

Multi Media

| | | |
|---|---|---|
| L | Dairy Farming PI | MK5024 |
| L | Transportation PI | MK5004 |

Tape (Community Helpers - 20 minutes PI)

| | | |
|---|---|---|
| L | Safety First - Policeman | IVT6615 |
| L | Hear The Siren - The Fireman | IVT6615 |
| L | Picnic Time - Parks Maintenance Man | IVT6616 |
| L | A Cool Drink of Water - The Purification Engineer | IVT6616 |
| L | It's Clean-Up Day - Sanitation | IVT6616 |
| L | The Doctor Will See You Now - Nurse | IVT6617 |
| L | Smile - The Dentist | IVT6616 |
| S | Stop, Look, Listen - Crossing Guard | IVT6617 |
| L | Is There A Letter For Me - Mailman | IVT6618 |
| S | Watch Your Step - Bus Driver | IVT6619 |
| S | Help Keep Our School Clean - School Custodian | IVT6619 |
| L | Milk For Your Health - Milkman | IVT6619 |
| L | Fire Called Jeremiah - Fire Fighters | 3MP6723 |
| L | Money In The Bank And Out-PI-15 min. | 2MP6820 |

Multi Media Kit

| | | |
|---|---|---|
| L | Community Helpers - P | MK5020 |
| L | Farm - P | MK5009 |
| L | How Weather Is Forecast | IMP6252 - PIJ |

| | | |
|---|---|---|
| L | Tommy's Healthy Teeth - 11 min. - Color - P | IMP6153 |
| L | Transportation - PI | IMK5004 |
| H | What Do Fathers Do? 11 min. - Color - P | IMP7000 |
| L | Where Do Our Letters Go? 11 min. - Color - P | IMP6224 |

Films

| | | |
|---|---|---|
| L | Veterinarian Serves the Community - 11 min. - Color IMP7362<br>Shows how vet gives the animals a complete check-up, X-ray, etc. | |
| S | Helpers At School - P - 11 min. | IMP6972 |
| L | Helpers In Our Community - P - 11 min. | IMP6222 |
| L | Neighborhoods Are Different - P - 11 min. | IMP6932 |
| H | Our Family Works Together - P - 11 min. | IMP6992 |
| L | Communication In The Modern World<br>PIJ - 16 min. (also grades 4-8) | IMP6268 |
| L | Communications And The Community<br>PIJ - 16 min. (also grades 4-8) | 2MP6812 |
| L | Community Helpers - P | IMK5020 |
| L | The Veterinarian Serves The Community - PI<br>11 min. | IMP7362 |

L relates to Local Area
S relates to School
H relates to Home

Bibliography
T-S-T BOCES
Mr. Edward Moy
257-1551-Ex.22

Films

| | | |
|---|---|---|
| S | Other People's Things | MS40 |
| L | City Fire Fighters | MS717 |
| L | Communications And The Community | MS110 |
| S | Communications For Beginners | MS111 |
| L | The Dairy Farm | MS122 |
| L | The Doctor | MS714 |
| L | Duke Thomas, Mailman | MS117 |
| L | Everyone Helps In A Community | MS163 |
| H | Families Are Different And Alike | MS1105 |
| L | The Fireman | MS644 |
| L | The Food Store | MS766 |
| L | The Forest Ranger | MS600 |
| L | Helpers In Our Community | MS223 |
| L | The Mailman | MS643 |
| L | Money In The Bank And Out | MS1122 |
| L | Newspaper Story | MS366 |
| S | Our Class Works Together | MS374 |
| L | Our Community | MS716 |
| H | Our Family Works Together | MS374 |
| L | The Policeman | MS767 |
| L | The Story Of The Wholesale Market | MS499 |
| L | Where Do Our Letters Go? | MS567 |
| L | Where Does Our Food Come From? | MS568 |

Bibliography
T-S-T BOCES

Filmstrip Sets

L Neighborhoods

S Your Home In The Amerioas

Films

| | |
|---|---|
| L The Bus Driver | MS747 |
| L The Busy Airport | MS74 |
| Development of: | |
| L Transportation | MS627 |
| L Passenger Train | MS389 |
| L Trucks And Trains | MS520 |
| L Tugboats And Harbors | MS1129 |
| L The Doctor | MS714 |

Filmstrip Sets

L Visit To The Dentist

Elem. Language Arts

| | |
|---|---|
| L Newspaper Story | MS366 |

L relates to Local Area
S relates to School
H relates to Home

Bibliography
Cortland-Madison BOCES
Mr. Lee Schaff
753-9301

| | | |
|---|---|---|
| S&L | Be Healthy, Be Happy - 11 min - PI | 831 189 |
| S | Beginning Responsibility - Being On Time 11 min. | 841 20 |
| S | Beginning Responsibility - Lunchroom Manners 11 min. P | 841 20 |
| S | Beginning Responsibility - Using Money Wisely 11 min. P | 831 196 |
| S&L | Big People, Little People - 9 min. P. | 831 140 |
| S | Dentist In The Classroom - 15 min. PI | 832 73 |
| L | Spring On The Farm - PI - 11 min. Color | 831 176 |
| L | Summer On The Farm - PI - 11 min. Color | 831 108 |
| L | Trucks And Trains - PI - 11 min. - Color | 831 144 |
| H | What Do Fathers Do? - P - 11 min. Color | 831 24 |
| L | What Our Town Does For Us - PI - 11 min. Color | 831 24 |
| L | Where Do Our Letters Go? - P - 11 min. B&W | 841 30 |
| L | Where Does Our Food Come From? - P - 11 min. Color | 831 27 |
| L | Airplanes Work For Us - PI - 10 min. - Color | 831 141 |
| L | The Dairy Farm - PI - 13 min. - Color | 832 18 |
| L | Electricity All About Us - PI - 11 min. Color | 831 51 |
| L | Economic Geography: 3 Families in Different Environments - PIJS | 832 181 |
| L | Firehouse Dog - I - 10 min. - B&W | 841 44 |
| L | Frisky, The Calf - PI - 11 min. - Color | 831 34 |
| S&H | Getting Along With Others - P - 11 min. Color | 831 10 |
| L | Helpers In Our Community - I - 11 min. Color | 831 66 |

Bibliography
Cortland-Madison BOCES

| | | |
|---|---|---|
| L | Lets Build A House - P - 11 min. - Color | 831 75 |
| L | The Mailman - PI - 11 min. - B&W | 841 23 |
| L | Our Community - PI - 11 min. - B&W | 841 33 |
| H | Families - 10 min. - P | 831 24- |
| L | New House - Where It Comes From - 11 min. - PI | 831 5 |

FSR=Film strip record

R=Record only

SP=Study prints



## Community Worker

| | | |
|---|---|---|
| FSR | 333-6 | Careers in School Food Service |
| FSR | 333-46 | Learning to Live Together I |
| FSR | 333-47 | Learning to Live Together II |
| FSR | 333-48 | Little Citizens Series |
| R | 933-32 | Farm, The |
| SP | 200-32 A-D | Dairy Helpers |
| SP | 200-2A-D | Family at Work and Play |
| SP | 200-5A&B | Fire Department Helpers |
| SP-R | 233-3 | Fire Department Helpers |
| SP | 200-6A&B | Hospital Helpers |
| SP | 200-3 | Keeping the City Clean and Beautiful |
| SP-R | 233-1 | Keeping the City Clean and Beautiful |
| SP | 200-1A-D | Neighborhood Friends and Helpers |
| SP | 200-4A&B | Police Department Helpers |
| SP | 233-2 | Police Department Helpers |
| SP | 200-8A-E | Postal Helpers |
| SP | 200-7A&B | School Friends and Helpers |
| SP | 200-33A | Supermarket Helpers |

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

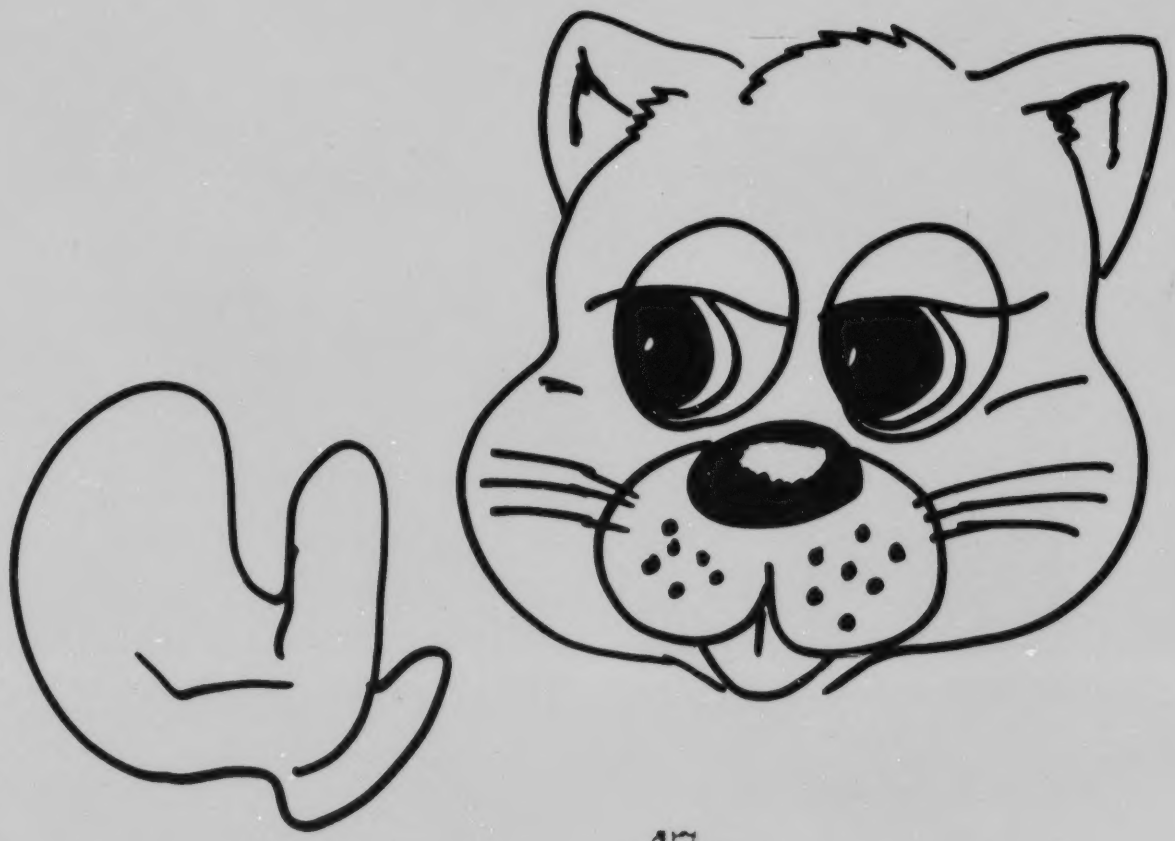
Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

# CAREER EDUCATION

## "DO MITTENS COME FROM KITTENS?" GRADES K-3

SOCIAL STUDIES AND SCIENCE
ART AND LANGUAGE ARTS

## THE STORY OF WOOL MAKING PROCESS



CE003951

# CAREER EDUCATION

**PROJECT:** Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

**REGION:** Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

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## FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

## PROFESSIONAL PROJECT STAFF

### Social Studies

| | |
|---|---|
| Diane Daniels | Lansing Elementary School |
| Georgia Knox | Newfield Elementary School |

Cover by Robert Gerlach - South Seneca Central School

Career Goal

The child will understand the process involved in getting wool from the sheep to the mittens that he wears.

Grade Level

K-3

Specific Objectives - Grades Objectives

. Child will be able to tell where woolen products originate.

2. Child will be able to state to the class 3 woolen products.

Kdg

3. The child will be able to name two processes involved in making wool into mittens.

4. Child will tell 5 things about sheep and sheep ranching.

5. Child will be able to tell about 3 jobs performed by the sheep farmer.

Grade 1

1. Child will be able to share with the class both knitted and woven woolen products.

2. The child will be able to tell two things about the processing of woolen products.

3. Child will be able to share with the class 5 woolen products and their uses.

4. Child will be able to tell about 2 people involved in the process of woolen products.

Grade
2

Child will be able to tell and add to the experience chart 3 things that happen in the processing of wool.

2. Child will be able to tell about 4 people involved in the processing of wool.
3. Child will be able to draw and name 3 woolen products
4. Child will be able to tell two reasons why wool is so useful

Grade
3

1. Child will be able to tell or write 3 things that happen in the processing of wool.
2. The child will be able to tell or write about 5 woolen products
3. The child will be able to tell or write 2 things that happen in the processing of wool.
4. The child will be able to tell or write about 6 people involved in the processing of wool.

## Elements of Career Education involved in this module

### Self Awareness

1. The student will learn about himself in relation to his culture through understanding and experiencing roles
2. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation.
3. The student will understand and recognize forces such as social, economic, educational and cultural that influence his development.

### Educational Awareness

1. The student will recognize that learning is a continuous process occuring in and outside of school.

### Career Awareness

1. The student will understand the variety of occupations found in the world of work.
2. The student will understand the way in which occupations relate to needs and functions of society.

### Career Clusters:

1. Agri-Business and Natural Resources
2. Business and Office
5. Hospitality and Recreation
8. Manufacturing
9. Marketing and distribution
12. Construction
13. Transportation

14. Fine Arts and Humanities

15. Consumer and Homemaking Education

## LETTER TO THE TEACHER

This module is designed for K-3. The main subject area covered in Social Studies with Language, Arts, Science and Art Activities suggested. Our intention has been to construct a child-oriented unit which cuts across subject lines and which incorporates self awareness, educational awareness and career awareness as an integral part of the whole.

This unit should be geared to your particular class. In Kindergarten our emphasis is on the farm and the sheep and the people/careers involved. As the child matures intellectually there is more emphasis on the wool making process (and on the careers involved in the manufacturing and marketing/distribution), and on a skill oriented performance - writing and reading.

Teacher-Student Activities

Gear explanations and activities to the age and abilities of the child

1. Hold a class discussion to see how much the children already know about the sheep farm/ranch and the processing of wool. (Agriculture & Manufacturing)
2. Have the class cut out pictures of woolen products from magazines and newspapers. (Marketing, Consumer Ed.)
3. Have the children draw and label woolen products (Consumer Ed.)
4. Have the children make a mural of the wool production process
5. Field trip to Cornell or other local sheep farm (Agricultural)
6. Invite speakers to demonstrate segments of the woolen products process (spinning, loom weaving, knitting,crocheting) (Recreation manufacturing)
7. Get some raw wool for the children to see, touch, smell
8. Place woolen and other products in a sensory box- Have children identify woolen products by touch.
9. Have children make a display of woolen goods
10. Use reference materials to learn about locations of grazing areas on a map
11. Name the sheep family - ram, ewe, lamb
12. Have children use reference materials to identify other animals whose hair is used for fabrics (Agriculture)
13. Using raw wool (or cotton is wool is not available ) have the children examine individual fibers, and compare this to a strand of yarn. (Manufacturing)
14. Have the children do a creative writing project, for example, "Autobiography of a Mitten" (Fine Arts)
15. Have the children dramatize a segment of wool production

16. Have the children make a diorama demonstrating the sequence of wool production
17. Have the children pantomine jobs connected with wool processing.
18. Have the children make a bulletin board or collage of the people involved in the wool-making process.
19. Identify and discuss careers in the wool industry in terms of sex. Why do some jobs appear better suited to a certain sex?
20. Using a science book or other resource materials, set up an experiment demonstrating the absorbency of wool as compared to other fabrics. (Science and Technology)
21. As above, set up an experiment comparing the fine resistancy of wool as compared to other fabrics. (Science and Tech)
22. Using reference materials discuss mammals as they are related to other forms of animals (Science, Agriculture)
23. Using reference materials discuss care and feeding of sheep and the people involved in their care (Agriculture and Transportation)
24. Discuss likenesses and differences between wool and other animal body coverings. (Agric. Consumer Ed.)
25. Examine a single fiber of the fleece using a microscope
26. Demonstrate the elasticity of wool by pulling or crumbling it tight and observing its recovery of natural shape and size.
27. Demonstrate why wool is warm in the winter using a fan to show that air travels around, not through it.

28. Make a booklet illustrating and describing the complete history of a mitten.
29. Discuss the interdependence of all workers in the woolen industry.

Games

1. Crossword puzzle (Appendix 1,2)
2. Hidden word game (Appendix 3)
3. Riddles (Appendix 4)

Arts and Crafts

1. Make a simple loom
2. Make gods eyes (Appendix 5)
3. Tie dying
4. Sewing cards using yarn
5. Crocheting-chain stitch or more complicated
6. Yarn pictures
7. Yarn rubbings

Measuring Devices

The teacher will evaluate each student through oral, written or observation techniques as the child progresses during the course of the module and the activities involved.

Film Bibliography

Cayuga County BOCES

1. Jobs in the City - Manufacturing - 11 min. color K-12 MS 1235T-S-T
2. Choosing Clothes for Health - 11 min. Primary Intermediate 300 1MP 6324
3. Clothes We Wear - 11 min P.I. 020 color 1 MP 6782
4. Farm Animals - 11 min. PIJ 400 color IMP 6724
5. Life on a Sheep Ranch - 11 min. PI 300 color 1 MP 6732
6. Wool: From Sheep to Clothing - 11 min. PIJ 400 IMP 6758

Tompkins-Seneca Tioga BOCES

1. Farm Animals - 11 min. gr. 1. b/w MS 620
2. George's New Suit (Where Clothing Comes From ) 11 min. gr K-6 col. MS. 201
3. Life in the Alps (Austria) 11 min. gr. 3 col. MS 305

Cortland BOCES

1. Clothes We Wear-11 min. c. primary intermediate (PI) 831 44
2. Clothing - A Pair of Blue Jeans - 15 m. c. pi 832116
3. Farmyard Babies - 11 min. c. p. 831 56
4. Farm Animals - 11 min. c. pi 831 54

Bibliography

Cavanna, Betty and Harrison, George R. The First Book of Wool, Franklin Watts. Co, 1966

Eberley Irmengarde, The New Word of Fabrics, Dodd, Meade & Co. 1964

Cayuga County BOCES - Career Ed. Resource Center

Books

Kimble, Herdsmen - McGraw Hill - Aware, Kim 1973

Greene, I want to be a Farmer - 1 Aware Gre 1959

Career Mothers - Factory Worker (makes ties) 16 Aware Car 1972

Filmstrip - Farm Fathers Series 2 P 9 S "My Father is a Sheep Rancher"

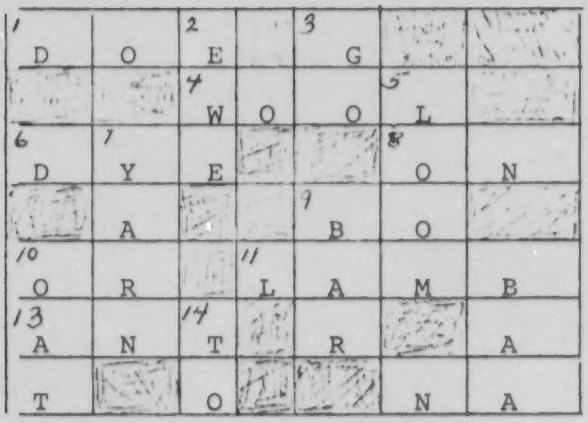
Film - Ecology at Work - The case of the Bighorn Sheep , 6 Orient-skills Eco 1971

Books

Cavanna, Betty and Harrison, George R. The First Book of Wool - Franklin Watts Co. 1966

Eberley, Irmengarde, The New Word of Fabrics, Dodd. Meade, and Co. 1964.

APPENDIX 1




OVER

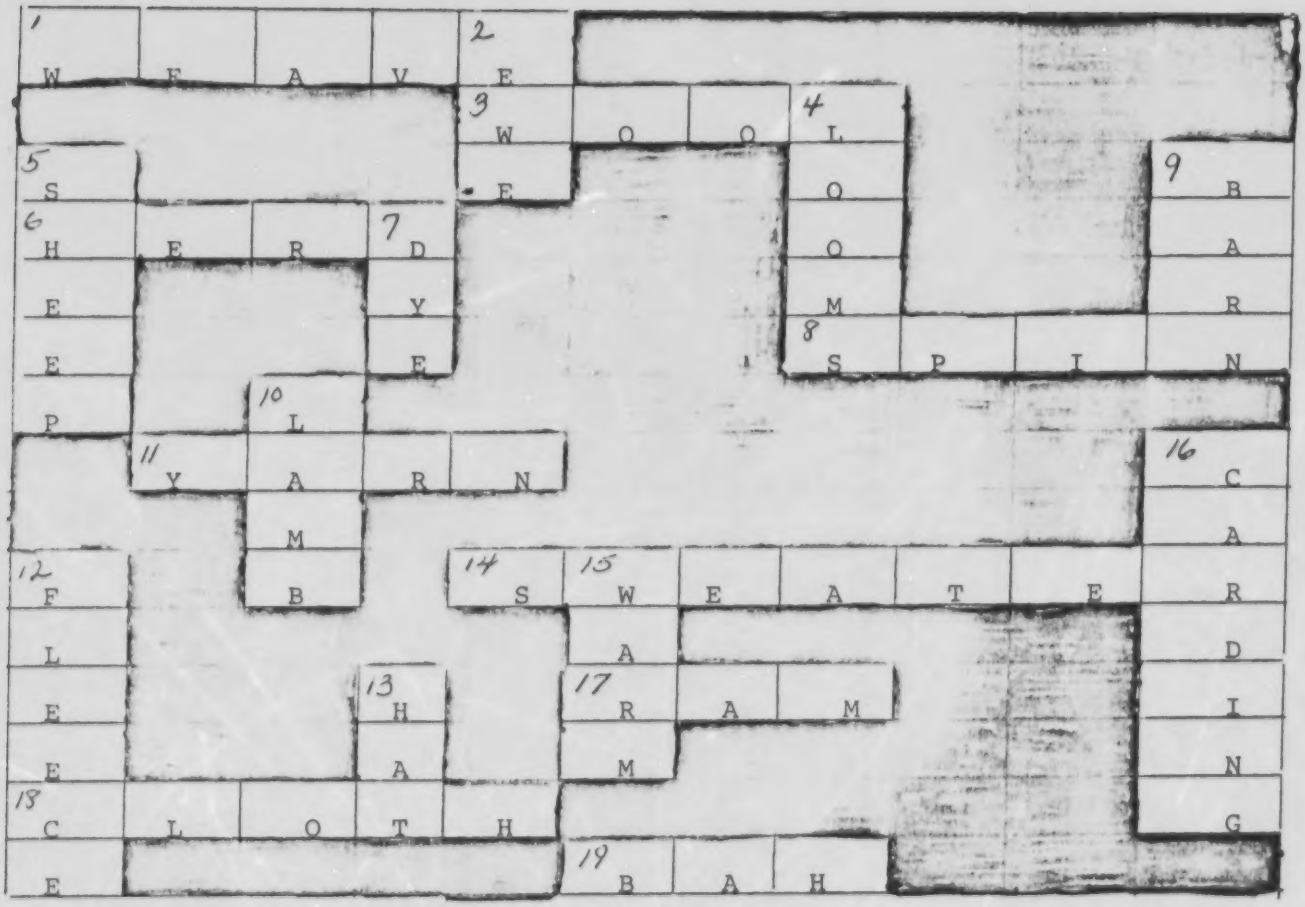
1. A female deer is a _____
4. The coat of a sheep is_____
6. Wool is colored with _____
8. A sheep lives ___a farm or ranch
9. Little ___Peep lost her sheep
10. Wool is sheared from goats ____sheep
11. A baby sheep is a _____
13. An insect which makes a hill for a home is an _____

DOWN

2. A female sheep is a _____
3. The opposite of stop is_____
5. We weave yarn into cloth on a _____
7. Mittens are made of _____
9. A sheep's house is a _____
10. A grain grown on a farm _____
12. The sound a sheep makes _____
14. Mary's Little Lamb followed her _____ school

## CROSSWORD PUZZLE

Appendix 2



ACROSS

1. We ____ threads in order to make cloth.
3. We get ___ from sheep
6. A group of sheep is called a ____
8. We ____ wool on a loom
11. We use ___ to knit mittens
14. A warm ____ will keep us warm in winter
18. We make dresses out of _____
19. Sheep make the sound_____

DOWN

2. A female sheep is a ____
4. You weave on a _____
5. We get wool from a _____
7. You color the wool by using____
9. Some animals live in a _____
10. A baby sheep is a _____
12. The pelt of wool fibers growing on a sheep is called_____
13. We wear a woolen _____ on our head

CROSSWORD PUZZLE-CONTINUED

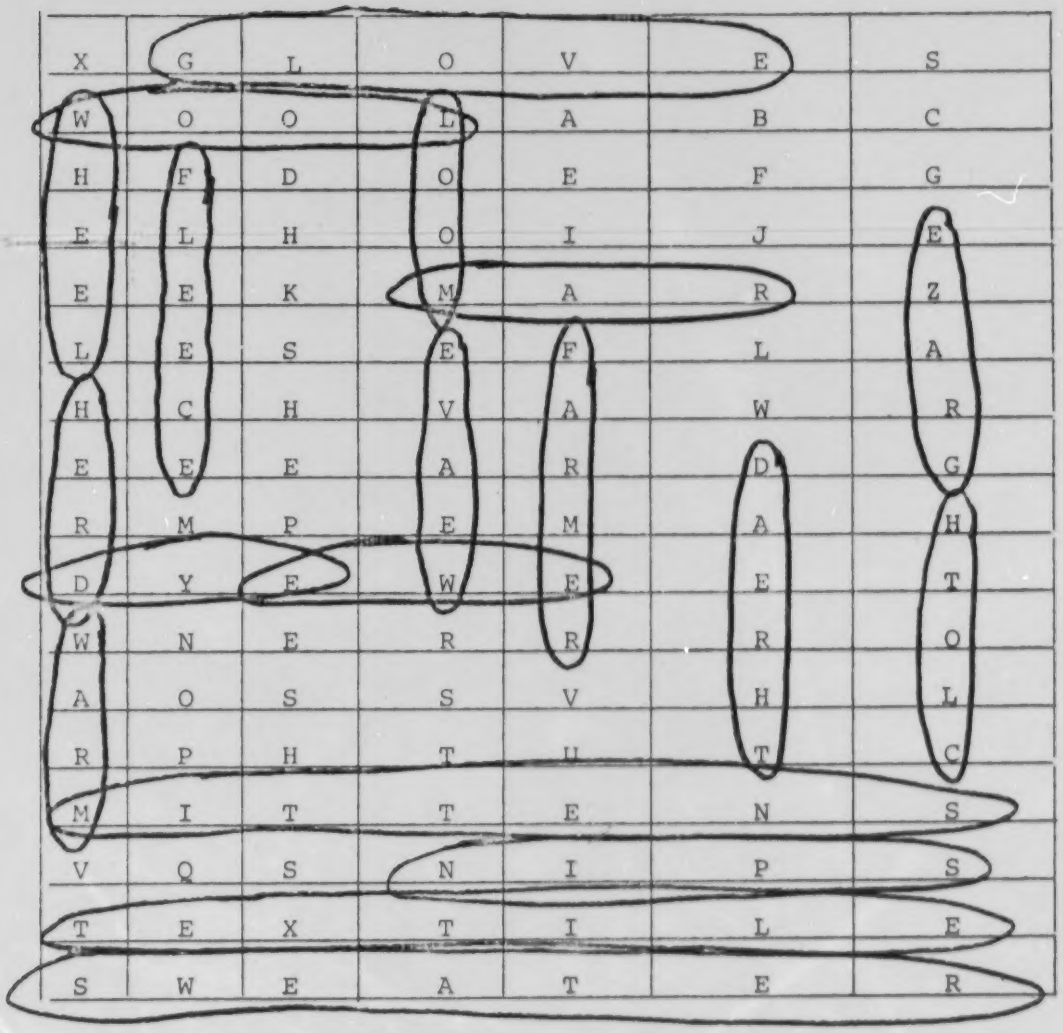
DOWN

15. Woolen clothing keeps us _____ in the winter

16. _____ is the process of disentangling wool after it is cleaned.

Appendix 3
HIDDEN WORD GAME

3RD GRADE



| | | | | | | |
|---|---|---|---|---|---|---|
| X | G | L | O | V | E | S |
| W | O | O | L | A | B | C |
| H | F | D | O | E | F | G |
| E | L | H | O | I | J | E |
| E | E | K | M | A | R | Z |
| L | E | S | E | F | L | A |
| H | C | H | V | A | W | R |
| E | E | E | A | R | D | G |
| R | M | P | E | M | A | H |
| D | Y | E | W | E | E | T |
| W | N | E | R | R | R | O |
| A | O | S | S | V | H | L |
| R | P | H | T | U | T | C |
| M | I | T | T | E | N | S |
| V | Q | S | N | I | P | S |
| T | E | X | T | I | L | E |
| S | W | E | A | T | E | R |

WOOL
LAMB
RAM
EWE
MITTENS
CLOTH
FARMER

THREAD
FLEECE
WEAVE
SWEATER
DYE
TEXTILE
LOOM
GRAZE

SPINS
WHEEL
GLOVES
WARM
HERD

Appendix 4

RIDDLES

(These could be either fill in or multiple choice depending on age and ability)

1. My mother is a ewe. My father is a ram. What am I?
   Answer..... lamb
2. We're made of wool. We keep your hands warm. What are we?
   Answer..... mittens
3. I feed and take care of the sheep. Who am I?
   Answer..... farmer/rancher
4. I am the building where men and women make wool into yarn and cloth. What am I?
   Answer..... factory/mill

Appendix 5

A GOD'S EYE

EVALUATION REACTION FORM

FOR

TRI-BOCES CAREER EDUCATION MODULES

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please indicate which section you felt should be improved and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-Up Activities:

   Resource Materials:

2. If you used an evaluation device with the students, please forward it with this report.

3. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

4. Please check which of the following resources were used in conjunction with this module.

Community Resources_____ Field Trips_____

5. What did you like about the material presented in this module?

6. How did the students react to material presented in this module?

Additonal Comments:

**Please return to:** G. Douglas Van Benschoten
Cortland-Madison BOCES
C. nton Avenue Extension
Cortland, New York 13045

# CAREER EDUCATION

## THE STORY OF A BOTTLE OF MILK
## - FROM MOO TO YOU -
## SOCIAL STUDIES K-3

CE003951

# CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

# THE STORY OF A BOTTLE OF MILK

## - FROM MOO TO YOU -

K - 3

Social Studies

| Elements of Career Education | Occupational Clusters |
|---|---|
| Self-Awareness | Agri-business and Natural Resource |
| Career-Awareness | Transportation |
| Beginning Competency | Consumer and Homemaking Education |
| Attitudes and Appreciations | Marketing and Distribution |
| | Health |

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## FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

PROFESSIONAL PROJECT STAFF

Curriculum K-8 Task Force Members

| | |
|---|---|
| David Ball | DeRuyter Central School |
| Gloria Dellow | McGraw Central School |
| Paula Drake | Syracuse City School |
| Anne Kingsbury | Cincinnatus Central School |
| Doris Mengel | Groton Central School |
| Connie Reinhart | Lansing Central School |

MODULE REVISION COMMITTEE

| | |
|---|---|
| Theresa Gay | Homer Central School |
| Patricia Gilfoyle | Homer Central School |
| Dorothy Gollner | McGraw Central School |
| Judy Nolan | Lansing Central School |

Illustrations by Robert Gerlach, South Seneca Central School

TEACHER'S SHEET

1. Field Trips

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

2. Guest Speakers

   | | Name | Address | Phone | Date |
   |---|---|---|---|---|
   | A. | | | | |
   | B. | | | | |
   | C. | | | | |
   | D. | | | | |

3. Other People to be Invited

   A. _____

   B. _____

   C. _____

   D. _____

4. Special Books Used

   | | Name | Publisher |
   |---|---|---|
   | A. | | |
   | B. | | |
   | C. | | |

5. Special Tapes or Filmstrips

   | | Cat. No. | Area |
   |---|---|---|
   | A. | | |
   | B. | | |

# THE MILK MACHINE

The Story of a Bottle of Milk (K-3)

Goal: The child will understand the steps involved in getting milk from the cow to the carton on his desk.

Specific Objectives:

Kindergarten - 1. The child will tell 3 things that happen on a dairy farm.

2. The child will be able to share with the class 3 milk products.

3. The child will be able to tell two things that happen in the processing of milk.

First Grade - 1. The child will "show and tell" 3 things that happen.

2. The child will be able to "show and tell" about 4 milk products.

3. The child will be able to tell 2 things that happen in the processing of milk.

Second Grade - 1. The child will tell the teacher, who will make an experience chart of 3 things that happen on a dairy farm.

2. The child will be able to tell about 4 milk products.

3. The child will be able to tell and add to the experience chart 2 things that happen in the processing of milk.

Third Grade - 1. The child will be able to tell or write 3 things that happen on a dairy farm.

2. The child will be able to tell or write about 4 milk products.

3. The child will be able to tell or write 2 things that happen in the processing of milk.

## Letter to the Teachers

This short experimental unit is designed for K-3. The main thrust is in the area of Social Studies with career awareness incorporated in this unit.

This unit should be reviewed and patterned for the needs of your particular class. It is not intended that all activities be used.

The resource materials stated here are from the Tri-B.O.C.E.S. resource centers. We encourage supplementation of the resources suggested here from your home school. We would greatly appreciate any ideas, suggestions, available resource materials, activities and/or evaluation that you use or develop during this pilot unit to be added and sent to -

G. Douglas Van Benschoten
McEvoy Educational Center
Cortland-Madison B.O.C.E.S.
Cortland, New York 13045

## TEACHER ACTIVITIES

(Gear explanations to the age of the child.)

1. Hold a class discussion to find out how much the children already know about a dairy farm.
2. Have children bring in magazine pictures relating to the dairy farm and dairy process.
3. Use reference materials so that children may learn about the different types of cows.
4. Use reference materials to learn about the different parts of a cow.
5. From a science book or encyclopedi explain how the cow eats and digests her food.
6. Make a mural of a dairy farm.
7. Make a table top display. A board can be used to make a display, which then can be moved around the room.
8. Have students do art work about a dairy farm and write a one line sentence to explain their work.
9. From a science book or other resource materials, explain the process of pasteurization.
10. Get some fresh raw milk from the farm. Have children observe separation of cream.
11. Discuss the difference between raw fresh milk and a bottle of homogenized milk.
12. After discussion of milk, make a bulletin board of pictures and/or lists of milk products.
13. Invite the head cook, or school nurse to explain the nutritional value of milk.
14. Make a booklet in pictures and/or words that tell the complete story of a bottle of milk.
15. Visit a dairy farm.
    a. Children should be aware of the importance of cleanliness of

the barn, animals and equipment.

b. Children should observe the milking process. Have farmers explain machine milking and milking by hand.

16. Invite a dairy farmer to the classroom (if a field trip is not possible).

17. Invite a farmer, a milk bulk tank truck driver, a bottling plant operator, to bring their individual specialties to school, and set up a demonstration on the playing field.

18. Make butter, cottage cheese, ice cream or pudding in the classroom. (Butter can be made by shaking heavy cream in a glass jar. Cottage cheese - let sit in a warm place, observe separation, curds and whey.)

19. Invite the local truck driver who delivers the milk to the school to come in and explain his route.

20. Demonstrate the different qualities in milk and cola. Drop an old tooth in a glass of milk and another in a glass of cola. Observe what happens over a period of time.

a. A trip to the dentist may come as a result of this experiment, or invite dentist to class.

21. Ecology - discuss what should be done with the used containers from milk and dairy products.

22. Discuss the interdependence of all workers in the Dairy Industry and the part they play in the World of Work.

Example: Dairy farmer_____

Agriculturalists_____

Truck Drivers_____

Store Workers_____

Bottling Plant Workers_____

## EVALUATION ACTIVITIES

1. This module is self evaluative by:
   a. Class discussion - oral
   b. Art work - interpretive
   c. Research report - inductive
2. Grade 3 - Write a short report after listening to the speakers.
   Include the following:

   _____Name of speaker

   _____Source

   _____Methods of processing milk

   _____Products made from milk

   _____Occupations
3. Health factors - list what milk does for your body.
4. Recycling of Containers -
   Class discussion

Cortland-Madison BOCES

| | | |
|---|---|---|
| Autumn of the Farm | | |
| 11m | PI | 831 161 |
| The Cow | | |
| 11m | PI | 831 239 |
| Dairy Farm | | |
| 13m | PI | 832 18 |
| Spring on the Farm | | |
| 11m | PI | 831 176 |
| Summer on the Farm | | |
| 11m | PI | 831 108 |
| Tommy's Healthy Teeth | | |
| 11m | P | 831 150 |

## Bibliography

Cayuga BOCES

| | | | | |
|---|---|---|---|---|
| The Cow<br>IMP7108 | 10 min. | PI | 020 | Color |
| Dairy Farm<br>IMK5024 | | PI | Kit | |
| The Dairy Farm<br>2MP6722 | 16 min. | PI | 300 | Color |
| Farm | | P | | IMK5009 |
| Farm Animals | | P | | IMP6724 |
| Farm Babies and Their Mothers | | P | | IMP6745 |
| Farm Babies | | P | | IMP6173 |

Tompkins-Seneca-Tioga BOCES

Bip Goes to Town

10 min. Grades 1,2 b/w MS612

Country boy goes to town, sees raw milk from farm through dairy.

The Cow

10 min. Grades K-6 Col. MS1128

A beauty filled look at cows on a peaceful day in the pasture, as seen by a little girl lolling in the meadow. Natural sounds, without narration.

Cow and Its Relatives

10 min. Grades 1-6 b/w MS779

A globe-circling journey to see some of the cow's seldom visited relatives. India, the zebu; Tibet, the yak, etc.

Dairy Farm

13 1/2 min. Grade 1 Col. & b/w MS122

This second edition shows life on a Midwestern dairy farm: the cultivating, harvesting, and storing of feed crops, the feeding and milking of the cows, and the preparation of the milk for market.

Farm Animal

11 min. Grade 1 b/w MS620

Care and activities of farm animals are presented.

Farmyard Babies

11 min. Grades 1-3 Col. MS903

Film will make a most valuable contribution to children's understanding of the natural world in which they live.

Milk

11 min. Grades K-6 b/w MS765

Scenes of a dairy farm showing the pasture and barns. Methods of

milking, importance of cooling, transportation to bottling works, pasteurizing process, bottling.

Uncle Jim's Dairy Farm

11 min. Grade 1 b/w MS663

Adventures of a city boy and girl during the summer they spend with their cousins on the farm. Development and maturation of grain and vegetables; care and feeding of animals.

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

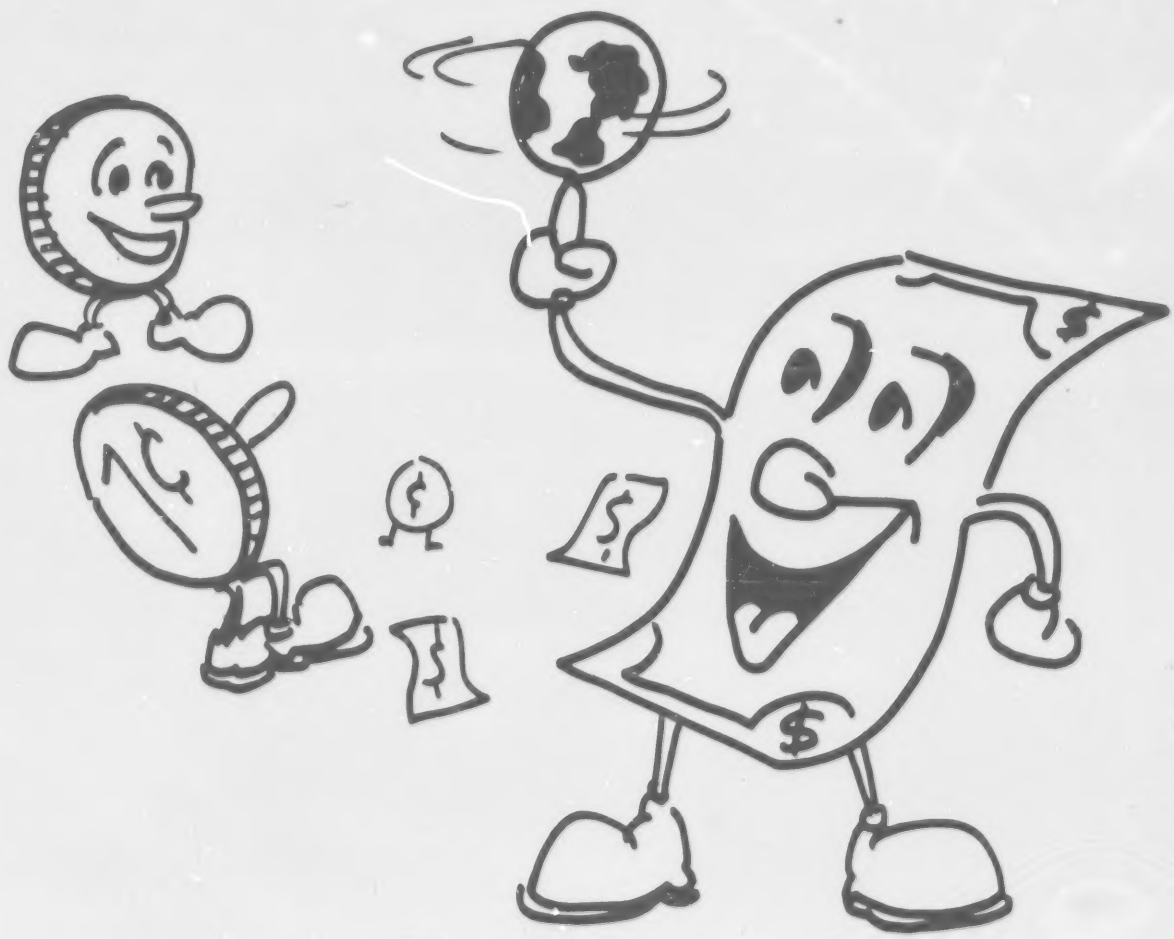
COMMENTS:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

# CAREER EDUCATION

## GRADE LEVEL 3+4

# MONEY MAKES YOUR WORLD GO ROUND



CEO 3757

# CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

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## FOREWORD

In a Career Education program, each student is provided with tools and/or information to help him develop a sense of self-awareness, to become cognizant of his abilities, temperaments, aspirations, goals, values, interests and needs in order to make realistic choices in the many career options available to him in the world of work.

The material developed in this unit was based on this premise with the goal of infusing these ideas into the present curriculum.

Career Education is a facet of education that can be related to the whole student and thus provide a vehicle to help youth prepare for the future and implement decisions that will hopefully lead to a rewarding and successful life.

G. Douglas Van Benschoten
Career Education Manager

## PROFESSIONAL PROJECT STAFF

### Mathematics - Elementary

| | |
|---|---|
| Dorothea Allen | Homer Central School<br>Homer, New York |
| Carl M. Wambold | South Seneca Central School<br>Ovid, New York |

Cover by Robert Gerlach - South Seneca Central School

INTRODUCTION TO TEACHER:

The main thrust is in the area of Elementary Mathematics with Career Awareness as its theme. Supplemental activities allow it to be coordinated with Lang Arts, Social Studies and Art. It is not intended that all activities be used with all children and thoughtful editing on the part of each teacher is encouraged.

The teacher is advised to explore thoroughly the career resources particular to his/her community which are applicable to this unit. The teacher is also advised to become familiar with the list of resource materials at the end of the unit. Most of them are available from the BOCES are are easily obtainable. Others should be ordered sufficiently in advance to be available at the start of the unit.

Subject Area:

Money

Topic:

"Money Makes Your World Go Round"

Suggested Grade Level:

3,4

Subject (Goal):

Student will become aware of the basic monetary units and their use in his society

a. money can be anything that people agree to accept in exchange for the things they sell or the work they do.
b. People earn money by performing services.
c. People spend money for goods and services.

Specific Behavioral Objectives:

As a result of this unit:

1. Given a specific coin, a child will be able to give its value orally and in written form using the ¢ symbol or $ form.
2. Given a collection, or pictures of coins or bills up to $10.00, a child will be able to give its value orally and in written form using the ¢ symbol or $ form.
3. Given a specific total, the child will be able to match it with the fewest number of coins and bills.

4. Given 5 situations in which the amount tendered exceeds the value of his purchase, a child will be able to use the additive method to count his change up to the amount of $5.00.
5. Given the type of number operations suitable for the grade level, the child should be able to perform them with figures and symbols denoting money.
6. Given word problems suitable to their grade level, the children will be able to solve them using money.

Career Goal:

As a result of this unit children will be aware that money is the basis for goods and services exchanged in their society.

Career Clusters:

1. Agri Business
2. Business & Office
3. Consumer & Homemaking Education
4. Environment
5. Hospitality & Recreation
6. Manufacturing
7. Transportation
8. Marketing & Distribution

Elements of Career Education

Self Awareness

The student will understand and recognize the economic forces that influence his development.

Educational Awareness

a. Student will recognize that educational experiences with money are a part of his career development.

b. Student will also recognize that learning is a continuous process occurring in and outside of school.

Career Awareness

a. The student will understand the variety of occupations dealing with money found in the world of work.

b. The student will understand the way in which these occupations relate to the needs and functions of society.

Economic Awareness

a. The student will understand the relationship between personal economics, life-style and occupational roles.

b. The student will understand the range of economic benefits associated with various occupations.

c. The student will understand how wealth is accumulated through savings and how it may influence his career and life style.

Decision Making

The student will identify and state personal goals as part of making career decision.

Beginning Competency

The student will become familiar with the use of money as it is associated with business, commercial and industrial activities.

Employability Skills

The student will recognize the implications of working with and without supervision, independently and with others.

Attitudes & Appreciations

The student will recognize the responsibilities to himself and others when accepting a task or job involving the handling of money.

Instructional Materials:

1. real and play money
2. stones, rocks or similar items for bartering
3. library books, pamphlets, etc. on money
4. play store items, (used grocery containers)
5. catalogs and magazines
6. ditto materials (to be made by teacher for needs of her classes.
7. oak tag for card games
8. commercial games
9. rulers
10. scissors

Introductory Activities:

1. Develop play activity based on barter system. Discussion should lead students to see disadvantages of this system and need for easily handled standard units of money.
2. Show film - "Story of our Money System".
3. Provide an assortment of play or real money.
4. Set up book display from library or other sources on money and money related occupations.

5. Begin a list of occupations directly related to money. Most obvious place to start banking. Add to list as unit progresses.
6. Begin an interest center. i.e. coin collecting, foreign money.

Teacher/Student Activities

Objectives 1& 2

1. Acquaint children with each coin using questions similar to the following:

   Which sets of coins ar worth 15¢?

   a. 5 pennies and 1 nickel
   b. 5 pennies and 2 nickels
   c. 5 nickels and 2 pennies
   d. 1 nickel and 1 dime

Do the same with amounts of 20¢, 50¢, 75¢ and $1.00

Have children list all possible combinations of coins to make each of these amounts:

10¢ 15¢ 20¢ 25¢

A half dollar is worth

a. less than 6 dimes
b. more than 6 dimes

a dollar is worth

a. less than 5 quarters
b. more than 5 quarters

Have students list each set of values in order from least amount to greatest

2 pennies

5 pennies

1 dime and 1 penny

100 pennies

2 dollars

2 quarters

$5.12

$1.25

$5.20

$0.52

$5.02

$.52

Objective 3:

Review equivalent values of coins making sure children know 1 nickel can replace 5 pennies, 5 nickels are equivalent to 1 quarter etc. Use worksheet exercises similar to:

Abby has 21¢. Cah she have:

a. 5 coins
b. 4 coins
c. 3 coins
d. 2 coins

A box contains 3 coins totaling 12¢.Name the coins.

Objective 4:

Set up play store with empty containers (jello boxes, cereal boxes, catsup or pickle jars, detergents, etc) with store price clearly marked. Have job cards assigning purchases and amount used to pay for them or allow children to choose what to buy, providing they tender more than the exact amount required so that change is needed. They will enjoy challenging each other to make correct change.

Objective 5:

Activities will vary with grade level and text used. Operations and problems can be made more meaningful using questions such as:

Marsha has 3 banks, one for dollar bills, 1 for dimes and 1 for pennies.

1. Martha put $1.37 in her banks. How could she do it?
2. Martha made 2 deposits in each bank. How much did she have?
3. How much money does Martha have if she has 11 coins in the middle bank and 5 in the last bank? If she has 3 bills in the first bank, 5 coins in the second bank and 3 in the last one?

(See diagram on separate sheet)

Objective 6:

Using as many realistic situations as possible, provide word problems such as the following to solve.

1. If you get 25¢ a week allowance how long will it take you to save a dollar?
2. John gets paid 5¢ a piece for delivering papers. How much will he earn for delivering 50 papers.
3. Mary spent $4.37 at the store, Sue spent $2.38. How much more did Mary spend than Sue?
4. Children can make up own word problems.

Teacher/Student Activities for Career Goal:

1. Various play store activities
2. Have children bring newspaper ads and or catalogs to school and use as follows:
   a. if you had 60¢ what could you buy in the frozen food section (or canned goods, produce, etc)?
   b. If you had $4.00 to spend on birthday presents what could you get for your mother, father, sister, or brother?
3. Have the children bring commercial games such as Monopoly, Easy Money or Count Your Change to school. Make sure they involve the money activities of buying, selling or trading.
4. Use Classified Ads in local newspaper or Penny Saver to make children aware of the type of buying and selling of goods or services going on in his community. Use as a springboard for problems.

5. List occupations in newspaper advertising.
6. Make use of community involvement through field trips or participation by business,industrial and professional members of the world of work. The career source most directly related to this unit would be the local bank and its use as a resource should be thoroughly explored.
7. The teacher should make children aware of, or encourage them to research the various occupations involved in the printing and minting of money. The encyclopedia is an excellent source, describing the designing, engraving, plate making, printing, inspecting, cutting, shipping and burning of money in exciting detail.

Correlation Activities:

1. Social Studies - Become aware of names of foreign countries coins & bills. Bulletin board can show map of world with cards bearing names forming its perimeter. You can connect card to country.

Some countries to use:

| | |
|---|---|
| Pesita - Spain | Peso- Mexico |
| Krona - Sweden | Lire - Italy |
| Pound - England | Deutsche Mark -West Germany |
| Drachma - Greece | Rupee - India |
| Yen - Japan | Ruble - Russia |
| Franc - France | Ura - Turkey |

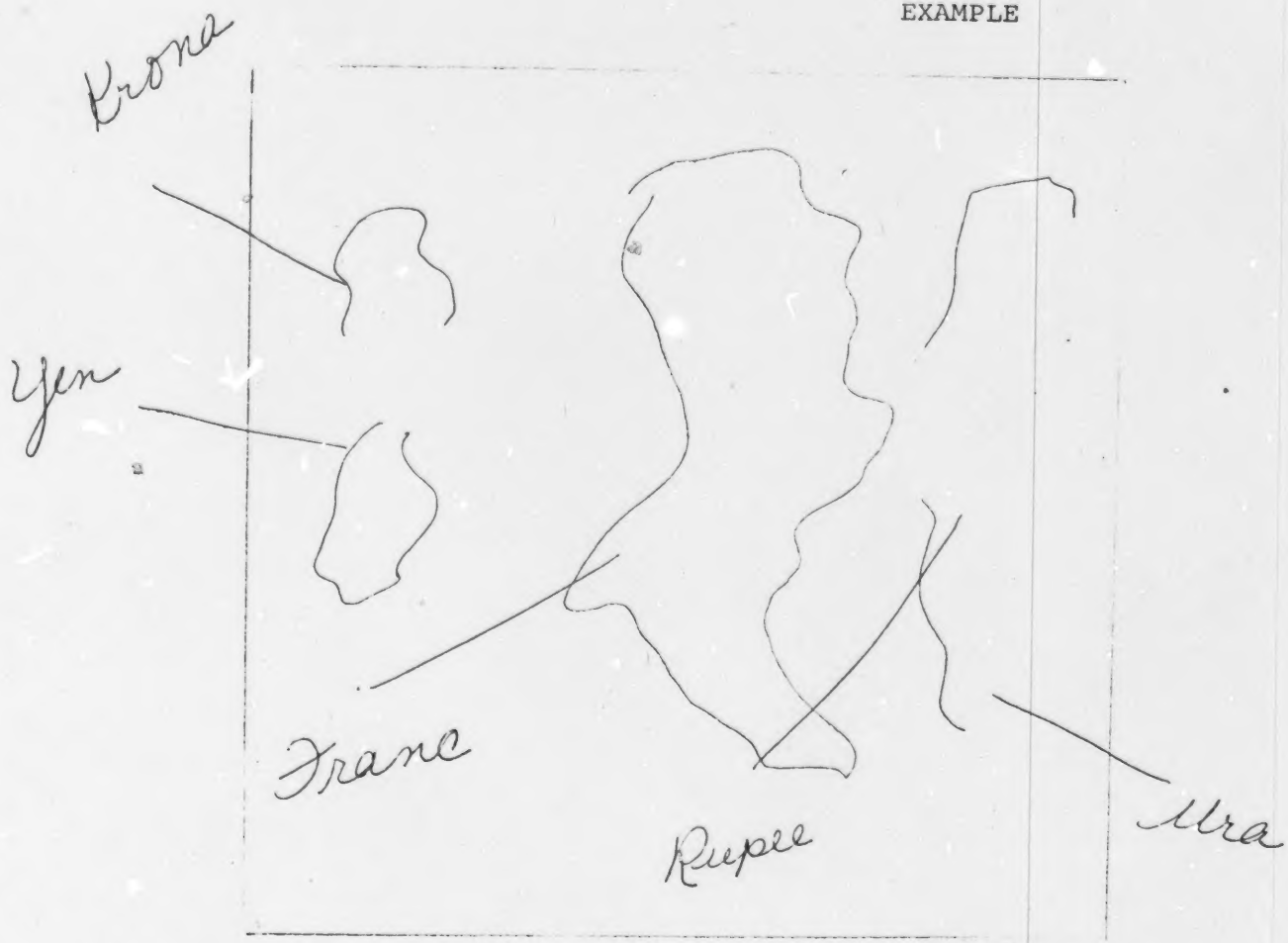
Chart on separate page

Discussion of careers involved in money exchange

2. Language Arts:

1. Add names of coins to spelling list. Also words like worth, value, money, dollar.
2. For creative writing, have children finish the sentence, "If I Had a Money Tree_____. Teacher can use a tree branch or dust it with glue and glitter and suspend stories from it.

EXAMPLE



Another story could deal with a "Day in the life of a dollar bill"

3. Art - Murals/Collages could be made of the trip to the bank or the operations involved in printing or coining of money.
4. Values - stress qualities of honesty and good judgement involved in the handling of money and show how these are necessary to all occupations. Have children role-play as a part of this activity.

Evaluation:

The child can be evaluated on his ability to complete each activity. Each teacher can include academic success where applicable, such as activities in appendix or word problems. Ongoing informal evaluations can involve the child's ability to verbalize and use money, and his work habits and attitudes.

5. Set up a bank in the classroom.
   a. give each child a set amount of play money

$5.00 in
1.00 - nickles
1.00 -dimes
1.00 -quarters
1.00 - 50 cent pieces
1.00 - 1.00 bill

b. Set up a monetary system of classroom assignments

10¢ for watering plants

50¢ for spelling assignment

etc.

$1.00 cost of Free talking etc.

c. Have cashier give out monetary awards

D. Have each child make deposits in his savings account.

E. Have a tally of most money earned

F. Give class newspaper ads and have them make a purchase

G. List all occupations they have been in contact with all day.

6. Have students research the mining of:

   gold, copper, silver and the careers involved, places mined, today's value.....etc.

7. Have students make new designs of currency. Discuss the careers of money designing and the qualifications involved.

8. Write to Philadelphia Mint to ask for information on printing.

CARD GAME

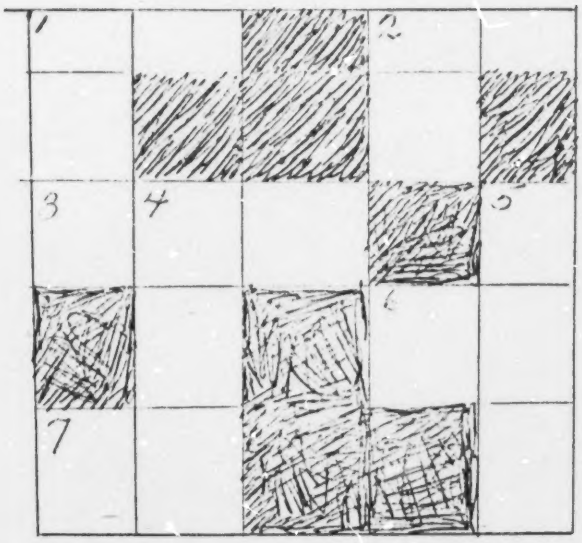
| M | O | N | E | Y |
|---|---|---|---|---|
| 6¢ | 20¢ | 4¢ | 25¢ | 1¢ |
| 30¢ | 60¢ | 90¢ | 50¢ | 40¢ |
| 10¢ | 70¢ | FREE | 75¢ | 1.00 |
| 5¢ | 25¢ | 10¢ | 20¢ | 9¢ |
| 80¢ | 1.00 | 50¢ | 30¢ | 25¢ |

Play like BINGO with teacher calling equivalent amounts for each amount on board

CARD GAME

| D | O | L | L | O |
|---|---|---|---|---|
| $2.50 | $1.60 | $0.65 | $4.50 | $7.85 |
| $2.10 | $1.80 | $3.40 | $0.95 | $2.30 |
| $0.90 | $4.05 | Free | $9.03 | $1.27 |
| $6.75 | $3.33 | $5.45 | $1.82 | $4.29 |
| $3.25 | $0.99 | $2.49 | $6.20 | $5.15 |

Play like BINGO with teacher calling equivalent amounts for each amount on board.



CROSS NUMBER PUZZLE

Fill in the number for each set of coins.

Across

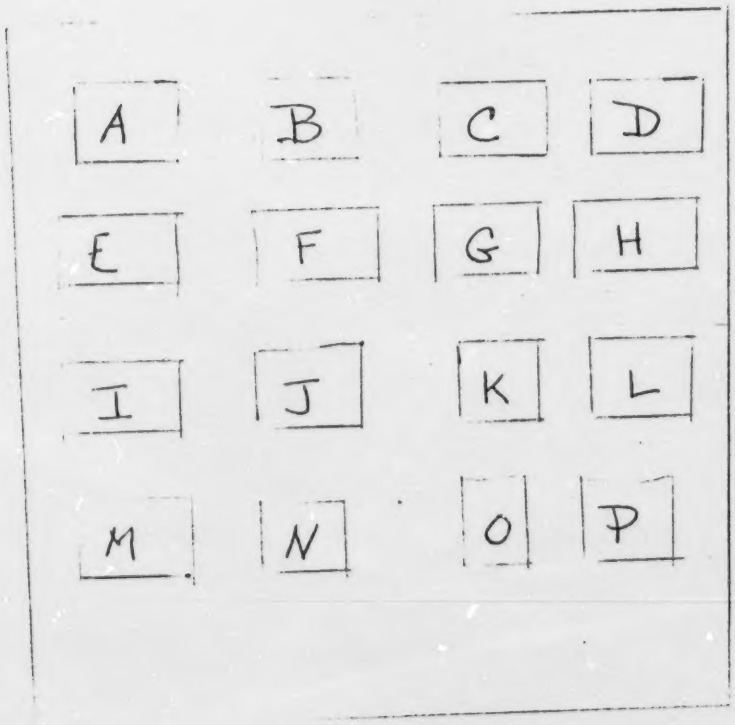
1. Five nickels and four pennies
2. Nine dimes, one nickel and four pennies
3. One five dollar bill, eight quarters, three dimes, one nickel and three pennies.
6. three quarters
7. one dime, one nickel, and five pennies

Down

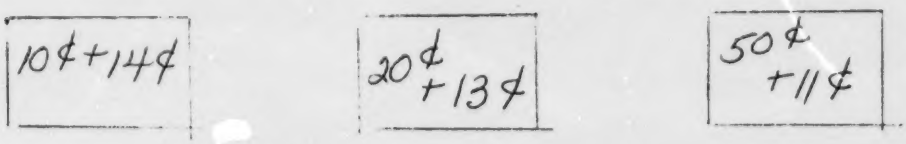
1. Four half-dollars, two quarters three nickels and two pennies
2. one half-dollar, one quarter one dime, one nickel, and one penny.
4. three one dollar bills, and one dime
5. one five dollar bill, two half-dollars, two quarters and four pennies.

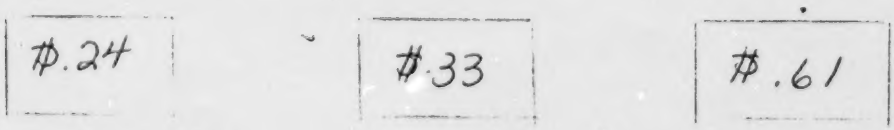
COMPLETE THIS CHART

| WAYS TO MAKE A: | $1 | 50¢ | 25¢ | 10¢ | 5¢ | 1¢ |
|---|---|---|---|---|---|---|
| DOLLAR | 1 | 2 | 4 | 10 | 20 | 100 |
| HALF DOLLAR | | 1 | | | | |
| QUARTER | | | 1 | | | |
| DIME | | | | 1 | | |
| NICKEL | | | | | 1 | |
| PENNY | | | | | | 1 |




Construct game board similar to the one shown above. Use the back sides of the cards on the game board to construct pairs of matchcards such as :




the game is played by having a student call two letters on the game board. The indicated cards are turned over to see if the cards make a match. Is so, the student scores a point. The two cards are removed from the board and the child takes another

turn. If the cards do not match, they are placed back on the board with the letters showing and the next student takes a turn.

Bibliography/Resources

Films on loan from Cortland-Madison BOCES

The Teacher may also find other films on loan at their own BOCES or any one of the Tri-BOCES Film Libraries.

1. "The Story of Our Money System" #84160 11 min. b & w inter. and jr. high.
2. "Day in the Life of a Dollar Bill" #831319 11 min. color primary, intermediate
3. "Why We Have Taxes" #831218 7 m color p.
4. "Why We Use Money" #831219 7 m color p.
5. "What Our Town Does for Us" #83124 11 m. c p. i.
6. "Clothing, a Pair of Blue Jeans" #832116 15 m c p. i.
7. "Food, Story of a Peanut Butter Sandwich" #832118 15 m. c p. i.
8. "Lunch Money" #831289 6 m. c inter. jr. high

Set of Film Strips at Career Education Resource Library

Cayuga BOCES, Auburn, New York

Banking - 0034032

"Andy Lends Money to the Bank"

"What the Bank Does with Andy's Money"

"Why We Use Money"

"What is Profit"

The World Book Encyclopedia M

Volume 13 p. 588 + p. 515+

D.O.T. "Dictionary of Occupational Titles" See Guidance Counselor for location and use of the two volumes listing approximately 40,000 occupations.

EVALUATION REACTION FORM

FOR

TRI-BOCES CAREER EDUCATION MODULES

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please indicate which section you felt should be improved and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-Up Activities:

   Resource Materials:

2. If you used an evaluation device with the students, please forward it with this report.

3. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

4. Please check which of the following resources were used in conjunction with this module.

Community Resources_____ Field Trips_____

5. What did you like about the material presented in this module?

6. How did the students react to material presented in this module?

Additonal Comments:

Please return to: G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045